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ABSTRACT

This document addresses correctional education, its effect on recidivism, and the cost of crime in the state of Illinois. COmmendations about current efforts, as well as recommendations for fiscal year 1991 are listed. Commendations are made: (1) for the work of the task force on released inmates; (2) to the competent and committed correctional education personnel throughout the state; and (3) for the continued improvements on computerized offender tracking system. Recommendations are made to: develop and evaluate a comprehensive 5-year plan for statewide correctional education; conduct external evaluations every 5 years; continue industrial training development and implement a plan in each institution; institute a reward system for educational achievement; require each student to prepare an individualized career plan; expand the computerized offender tracking system; establish a state council to assist in the coordination of services; continue to pursue sources of federal funding; stress application of basic skills; review programs for females; consider extending the school day; require minimum-security-classified inmates to be functional at the sixth grade reading level; look at moving inmates on the basis of programmatic needs; consider requiring all inmates at minimum-security institutions to enroll in a work-study program; continue to encourage and support the agencies that assist criminals in becoming productive citizens; and to require education agencies to address the delivery services to offenders in the community. (Supporting statements for these recommendations and inmates' success stories are included.) (BHK)

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CORRECTIONAL EDUCATION
A WAY TO STAY OUT

Commendations
Recommendations for Illinois
with Support Statements
Success Stories

U.S. DEPARTMENT OF EDUCATION
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Investing in People

CG023467

Education in Correctional Centers:
FINDINGS AND RECOMMENDATIONS - 1990
Illinois Council on Vocational Education

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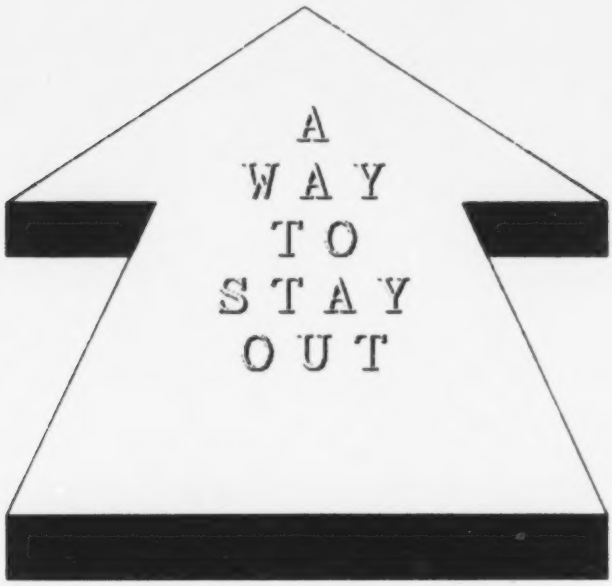
"When I . . . saw the kids out here, I now understand why our young are having so many problems. The drugs, alcohol, and lack of encouragement is a major problem. The value system is so low there is no wonder people wind up in prison. I am seriously considering becoming a counselor . . .. Someway, somehow, things have got to change. Building more prisons is not the answer . . .."

Source: Ex-Offender

CORRECTIONAL EDUCATION



- COMMENDATIONS
- RECOMMENDATIONS FOR ILLINOIS WITH SUPPORTING STATEMENTS
- SUCCESS STORIES

CORRECTIONS COMMITTEE

Hartzel Black, Chair
Dr. Art Adams
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1990

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ICoVE Membership

ACRONYMS AND ABBREVIATIONS

AOIC = Administrative Offices of the Illinois Courts

Carl Perkins Act = Carl Perkins Vocational Education Act

CEA = Correctional Education Association

DAVTE = Department of Adult, Vocational, and Technical Education

DOC = Department of Corrections

HVA or HVAC = Heating, ventilation, air conditioning

IBHE = Illinois Board of Higher Education

ICCB = Illinois Community College Board

ICoVE = Illinois Council on Vocational Education

ICJ = Illinois Criminal Justice Information Authority

ISBE = Illinois State Board of Education

JTPA = Job Training Partnership Act

MSR = Mandatory supervised release

SOE = Supervised occupational experience programs

SSERP = Survival Skills/Employment Reintegration Program

TIE = Training, Industry, and Education Program

ICoVE Chair R. Morehead and G. Sullivan listen to recommendations made by the Corrections Committee.

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FOREWORD

THIS PUBLICATION is the result of information gained by the Illinois Council on Vocational Education's (ICoVE) Corrections Committee through

- a public hearing held at the Correctional Education Association Region III conference in Aurora, Illinois;
- interviews with inmates in Illinois' correctional institutions;
- visits in Illinois' correctional institutions; and
- national meetings and workshops on correctional education.

THE RECOMMENDATIONS have been developed by the committee as a result of the above activities and the expertise of the many people who have attended the ICoVE committee meetings on correctional education.

THE ILLINOIS DEPARTMENT OF CORRECTIONS (DOC) works closely with ICoVE and the State Board of Education in providing information and access to correctional centers throughout the state. ICoVE has served as an advisory council for vocational, technical, and adult education in correctional institutions since 1980 at the request of DOC. Dr. Bessie Hackett has served as a consultant and writer for this publication as well as three previous ones.

ICoVE IS CONFIDENT that its efforts and recommendations will reduce recidivism and improve the chances for Illinois' offenders to become self-supporting, responsible citizens.

THE CITIZENS OF ILLINOIS must find a way to address what has become one of our most costly problems. The prison population in this state is growing at the rate of 100 per week, which translates into a need for a new prison every ten weeks. ICoVE feels that the answer is not more prisons, but a stronger education system that provides opportunities for many of the incarcerated that may have never existed when they were in the "free world." Previous studies indicate that a releasee who attains a GED and some vocational training is more likely to stay out than is one who simply served time and left with the same abilities that he/she had at the time of incarceration.

ICoVE IS CONVINCED that Illinois should not or will not solve its problem by trying to build its way out!

Peter Johnson

Peter Johnson
Executive Director

EXECUTIVE SUMMARY

A WAY TO STAY OUT is the title of a series of publications addressed to correctional education, its effect on recidivism, and the cost of crime in the State of Illinois.

THE CURRENT ISSUE, published by the Illinois Council on Vocational Education, deals with findings of the Council's Correctional Committee, chaired by Hartzel Black, with members: Dr. Art Adams, Representative Gordon Ropp, and Valée Salone. This issue focuses on Commendations, Recommendations, and Success Stories. Supporting documentation is classified according to areas of concern: Trends and Projections, Costs, Funding, Planning, Evaluation, Special Populations, Provision and Coordination of Services, Basic Skills, and Incentives.

THE CORRECTIONS COMMITTEE sought information from a variety of sources before reaching its conclusions. It solicited oral and written testimony for a public hearing sponsored by ICoVE and held in conjunction with a Correctional Education Association regional conference at Arlington Heights. Presenters of testimony included persons from within and outside of Illinois, both corrections professionals and ex-offenders. The committee also held meetings at correctional facilities throughout the state, where they interviewed inmates and staff and heard from experienced persons working in areas of criminal justice. Additional information was obtained from materials written by correctional educators, letters from association and agency personnel, and published documents dealing with current issues.

THE WAR ON RECIDIVISM is not lost. There are many hopeful signs suggesting to the citizens of Illinois that education and vocational education, in particular, can serve as a means of intervention and prevention of criminal activity. Overall, it appears that both the Department of Corrections and the Department of Adult, Vocational, and Technical Education "have their acts together" in addressing problems in a constructive manner and showing insight in making decisions. The Corrections Committee's Commendations should attest to this conclusion.

CONTINUED IMPROVEMENTS in the correctional education delivery system are essential if the public is to see positive results. In consideration of their findings--after careful study, deliberation, and discussion--the Corrections Committee compiled the list of Recommendations presented herein. It is hoped that these recommendations will provide the agenda for making the correctional education enterprise more effective.

THE SKEPTICAL PUBLIC, which is deluged with criminal horror stories in the press, needs to be made aware of happier outcomes. Although there is no assurance that the individuals will remain crime-free, the Success Stories reported in this publication of ***A WAY TO STAY OUT*** tend to show that vocational education does indeed help to transform offenders into productive, contributing, law-abiding, and tax-paying citizens.

COMMENDATIONS

1. The work of the Task Force on Released Inmates, in studying and seeking solutions to problems of released offenders, merits continued state and national recognition and attention.

2. Overall, it is evident that correctional education personnel throughout the state are a competent and committed group of professionals, even though the end results of their educational endeavors are often elusive or delayed.

3. Continued improvements are being put in place which will eventually make a comprehensive, functional, computerized offender tracking system a reality.

4. Serious concern for problems of female inmates by the Illinois Department of Corrections is evidenced by the preparation of a *Five-Year Plan for Female Inmates*, the initiation of a *Feasibility Study on Women and Children Community Correctional Center*, and the introduction of new programs at Dwight Correctional Center.

5. Illinois leads the United States in numbers of members in the Correctional Education Association. Compared with other educational groups, the CEA ranks high in its efforts to promote concern for individuals and effectual instruction.

6. Although incarceration rate projections continue to escalate, the State of Illinois has shown foresight in attempts to provide new correctional facilities and reduce overcrowding.

7. As seen in Illinois, the TIE (Training, Industry, and Education) program has demonstrated success in coordinating segments of the educational delivery system and in developing cooperative relationships.

8. Members of the General Assembly, through sponsorship of legislation, have shown cognizance of the need to implement a reward system within correctional institutions.

9. Effective use of the 1% set-aside funds available through the Carl Perkins Act has been exhibited by research and development projects sponsored by the Department of Adult Vocational and Technical Education. (See appended list of projects.)

10. There is evidence of increased cooperation in the provision of services by various agencies--Corrections, Probation, Substance Abuse, community care systems, etc.

11. Illinois School District #428 is one of the largest correctional school districts in the United States and a pace setter, in many instances, among correctional systems nationwide.

RECOMMENDATIONS

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION CORRECTIONS COMMITTEE

1. Develop and evaluate a comprehensive five-year plan for statewide correctional education, involving the State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education.

2. Conduct external evaluations once every five years of each Correctional Center's education program, including services for job placement and follow-up.

3. Continue industrial training development (TIE), and implement a plan in each institution for program completers to transfer into industry and work assignments. Incorporate competency tests, based on performance standards, in each program.

4. Institute a reward system for educational achievement (wages, perks, good time, recognition) and reduce disincentives.

5. Require each student to prepare an individualized career plan (ICP) for time of incarceration and after release.

6. Expand the computerized offender tracking system to locate parolees through their social security numbers.

7. Establish a state council to assist in the coordination of services provided for offenders and releasees. Include representatives from the Department of Corrections, Department of Rehabilitation, Department of Employment Security, the Judiciary System, States Attorneys, JTPA, Sheriffs' Association, John Howard Association, and selected community-based linkages.

8. Continue to pursue sources of federal funding for both academic and vocational programs.

9. Stress application of basic skills in all vocational programs; include principles of technology and computer literacy in vocational programs.

10. Review programs for females and focus offerings on the specific needs of these inmates.

11. Consider extending the school day to accommodate more students.

12. Require minimum-security-classified inmates who have no more than three and no less than one year to serve (after good time is figured), to be functional at the sixth grade reading level in order to qualify for transfer to a designated minimum security Vocational-Technical Center for Applied Technology.

13. Look at moving inmates on the basis of programmatic needs.

14. Consider requiring all inmates at minimum-security institutions to enroll in a work-study program.

15. Continue to encourage and support the establishment of community networks of criminal justice, social service, and educational agencies to assist criminal offenders in becoming productive citizens.

16. Require education agencies to address the delivery of services to offenders in the community in their vocational plans. Plans should include descriptions of networking with probation and parole personnel as well as administrative policies addressing the recruitment and retention of the offender in the educational setting.

ICoVE meets with legislators to discuss correctional education. L to R: ICoVE Executive Director Peter Johnson, ICoVE member Valée Salone, Representative David Phelps, Senator James Rea, ICoVE members Representative Gordon Ropp and Hartzel Black.

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SUPPORTING STATEMENTS

TRENDS AND PROJECTIONS
(Recommendations #1, #2, #6, #7, #8, and #11)

NATIONAL STATISTICS. "1,000,000 adults are incarcerated in jails and prisons at this time. 3,700,000 adults are under criminal justice and supervision (parole, probation, or incarceration)." (Steurer)

"HOW DOES ILLINOIS' INCARCERATION RATE COMPARE TO OTHER STATES? Comparing the incarceration rate of Illinois prisons with that of other states, regionally and nationally, is one way to measure Illinois' relative punitiveness. At the end of June 1989, Illinois ranked 29th among the 50 states and the District of Columbia in state prison incarceration rate, with 194 persons incarcerated for every 100,000 citizens." (ICJ Information Authority)

"By the end of June 1990, the rate in Illinois increased to 233 persons incarcerated for every 100,000 citizens. Between FY 89 and FY 90 Illinois' prison population rose 20.9%, almost double the national average of 11.9%." (Howell)

ILLINOIS' PRISON POPULATION. "Today 27,295 [June 30, 1990] inmates are housed in Illinois' prisons designed to hold 18,300. Ten years after the enactment of determinate sentencing, there are 13 more prisons in existence with three under construction. The prison population has increased by over 15,951 inmates (a 145% increase) since 1978. Most of this increase can be attributed to a corresponding increase in the number of murderers, class X and class 1 offenders who received mandatory prison sentences." (Task Force with numbers updated by Howell)

ILLINOIS' JAIL POPULATION. "Illinois' jail population increased dramatically during the 1980s. Between state fiscal years 1981 and 1988, the yearly population--the total number of inmates occupying jail space during the year--of Illinois' jails outside Cook County increased 29 percent, to 140,081. In Cook County, annual jail bookings were 16 percent higher in 1988 than in 1981. The average daily population of the Cook County Jail in fiscal 1988 was 5,890, 86 percent higher than the average daily population of the rest of Illinois' county jails combined (3,164)." (ICJ Information Authority)

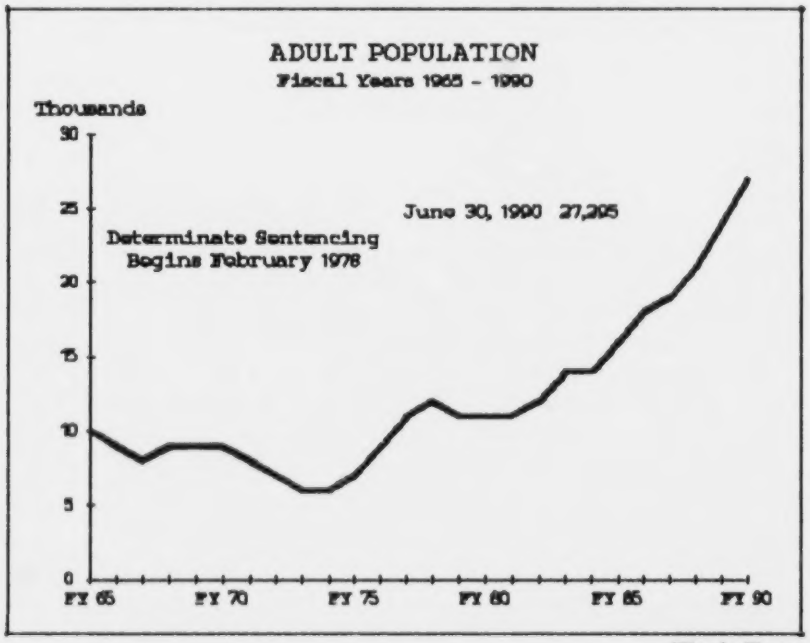
"In fiscal 1990 the average daily population in Cook County jail was 6,233." (ICJ Information update)

POPULATION INCREASE PROJECTIONS. "The Department of Corrections recently updated its annual prison population projections which indicate that Illinois will experience an alarming increase in the state prison population over the next five years. This increase, in conjunction with the DOC's current capacity expansion plan, will result in prison crowding of crisis proportions in the next few years." (Task Force)

"The future population growth will result in a ***4,000 prison bed shortage by fiscal year 1992.*** This assumes that all planned capacity increases occur and no new criminal sentence enhancements are enacted." (Task Force)

RELEASEES AND RECIDIVISM. "In fiscal year 1990, approximately 12,000 inmates were released from prison because they completed their sentences. This number will reach 14,000 by the end of fiscal year 1991. Over a three-year period, if nothing changes, 44% of these inmates or a total of 11,500 will return to prison. The returning inmate adds to the prison population problem and the rising cost of incarceration. In order to reduce the chance of an inmate returning to prison, effective and sufficient programming in prison and follow-up services in the community are required." (Task Force with update)

INCREASE IN PRISON POPULATION IN ILLINOIS



(Task Force with update)

"There are more than 12,000 people on mandatory supervised release (MSR) and parole. This population is expected to increase to 17,000 by 1992." (Task Force with update)

"Recidivism data indicate that 27.6% of the releasees from a community center will return to prison in three years compared to over 40% of the inmates released from institutions." (Task Force)

"There are more than 5,487 inmates who are serving seven years or more in prison. Some will serve 40 years or more. Although some may die of old age in prison, the majority will be released back to the community. These inmates face two problems. The first is serving their sentence in a meaningful and productive manner. The second is being released into an unfamiliar world." (Task Force with update)

TYPICAL JUVENILE PRISON OR JAIL INMATE. "Chances are he/she is functionally illiterate, educationally handicapped, and used to living below the poverty level with no academic credentials to speak of, little or no job history, and a history of drug/alcohol abuse." (Steurer)

JOB FORECAST. "25 million workers will need to upgrade present skills by the year 2000 to remain competitive. But only about 20% of the prison inmates are being served nationally." (Steurer)

COSTS
(Recommendations #1, #2, #12, #15, and #16)

" . . . The costs of placing unemployed ex-offenders on public assistance rolls, the costs to society of crime committed by ex-offenders, and the costs of incarcerating ex-offenders who return to crime after they are released are a tremendous financial burden on the taxpayers of this State. . . . Even greater costs of recidivism are the damage caused to a society that must live in fear of crime and the waste of the potential of the unproductive lives of persons who repeatedly engage in criminal activity." (Marovitz and D'Arco)

"State and local government in Illinois is expected to spend more than $40 billion for criminal justice services during the 1990s---or roughly the same amount that the National Aeronautics and Space Administration spent on the Space Shuttle system in the ten years ending in 1987. And that $40 billion will represent only a fraction of what crime will actually cost the state in the new decade. Measuring the cost of crime in Illinois (or in any jurisdiction, for that matter) is an inexact science. Many of the financial, social, and psychological costs never show up in official statistics. And what data are collected typically cover only a fraction of all victims or a portion of their losses." (ICJ Information Authority)

"Community centers are cost-effective. In fiscal year 1989 the per capita cost at community centers was $13,152, compared to $16,326 for institutions. Most of the community correctional center cost was returned to the State through the earnings of residents." (Task Force)

"I think you need to inform the public about how much we are spending on corrections. I don't know if in Illinois some . . . corrections spendings exceed educational spendings yet, but there are some states where that's happening and that's a sad state of affairs." (Wolford)

"The best interest of all parties will be served when an offender achieves and maintains legal employment, where a tax user becomes instead a tax payer." (Filson)

"If you think about it in dollars and cents at a cost of $25,000 per inmate for incarceration, you hear every figure from 19 to 30, so just pick a number in between. Twenty-five sounds pretty good a year to keep one of these guys incarcerated. That's a quarter of a million dollars . . . if they stay out one year. . . . that'll operate my program for 7½ years." (Grass)

"Speaking for our whole college at Shawnee, through the different sources we have of tracking, 67 men were placed in jobs directly in result of their vocational instruction. That's a savings of $1,675,000 to the taxpayers of Illinois. When you talk about dollars and cents, where else in the Department of Corrections can we see an actual pay back for money that we invest? This is the only place that I see, in education and industries." (Grass)

"I'm always going to argue for small institutions. Even though they're more expensive, I think they're more effective." (Wolford)

ON USE OF PEOPLE WHO ARE ALREADY GRADUATED. "Our contract for my teachers says 15 students, but you can walk into any room and there's 20 guys there because we're retraining those graduates. That's how we can improve our instruction. We're keeping clerks and teacher aides and people like that so we are responding to an increasing population." (Summers)

"It is critical that we talk about value of programs and resources and money spent. I think our most important commodity . . . is correctional educators. It's not always that you have the best equipment, but it's the kind of individual, teacher, administrator, counselor, or librarian . . . because I think those people incarcerated are looking for models. . . . And to me that doesn't cost a lot of money." (Rice)

ABOUT INCOME ELIGIBILITY FOR A PROBATIONER. "I'm referring to those young adults who live with their parents and the parents' income is not much, but too much." (For JTPA, training, or job services.) (Filson)

1. Cost of retaining an individual in a community center (jail) for one year.
2. Cost of retaining an individual in an Illinois prison for one year.
3. Cost of retaining an individual in an Illinois prsion for one year plus the cost of public aid and aid to dependent children resulting from incarceration.

FUNDING
(Recommendations #1, #2, #8, #10, #11 and #15)

"State funding accounts for over 90% of the services for juveniles and adults, 10% or less from federal sources. No one knows for sure what funding levels exist for jail education. Chief federal sources include:

- Vocational Education Act (Carl Perkins)
- Chapter 1 Neglected and Delinquent (adult and juvenile to age 21)
- Adult Education (10% set-aside)
- Special education (federal law 94-142 funds)" (Steurer)
- Job Training Partnership Act (JTPA)

"The Supreme Court is appealing to the legislature for solutions to the juvenile detention educational problem. It would seem appropriate that we appeal to the federal government, in addition to the state legislature." (Filson)

"Funding has been made possible through the State Board of Education with the support of ICoVE for the development and provision of career counseling training and career counseling handbooks for probation officers and networking pilot projects in four areas of the state." (Filson)

"The Safer Foundation and the John Howard Association endorse recommendations of the Task Force on Released Inmates, prepared under the auspices of the Illinois Department of Corrections. The highlights of this report pertaining to correctional education are:

- Educational and vocational programs:
  - Increase the appropriation for School District #428 by $5.3 million to provide a sufficient number of educational and vocational classes and raise the literacy standard to the eighth-grade level.
  - Develop a comprehensive, coordinated employment plan for releasees among the Department of Corrections, Department of Rehabilitation Services, and Department of Employment Security.
  - Identify released inmates in the Job Training Partnership Act as a significant segment for services.

- Long-term inmates: Develop an educational and work assignment track in the Department of Corrections for long-term inmates.

- Female inmates: Review and propose programs for the Department of Corrections specific to the needs of female inmates.

- Release school: Develop a standard, comprehensive pre-release center program by the Department of Corrections.

- Employment opportunities: Appropriate $1 million to provide employment services to releasees." (Curran and Mahoney)

PLANNING

(Recommendations #1, #2, #3, #5, #8, #9, #10, #11, #12, #13, #14, and #16)

"Training that now includes academic and vocational objectives should be integrated with practical training in communication skills, acclimation to the work culture, conflict resolution, problem solving, and anticipation of and response to barriers to success. Programming of this type is valuable to the extent that it succeeds in simulating and resolving the real-life circumstances that frustrate and discourage releasees." (Curran)

"I believe that we can make a difference, but I think we have to do it wholistically. I think we have to look at the whole of the inmate and all the parts that are there. And I think that we have to look at the whole of the institution and work realistically and in an integrated way, as well." (Murphy)

"I think the vocational skill is our mechanism to teach the cognitive. . . . With our limited resources, we may not be able to change our vocational programs quickly enough to meet the needs of the labor market, the shifts in the labor market. If we have vocational training that teaches those other skills, they'll be successful. That's our mechanism." (Murphy)

"Underlying all the fads is one consistent truth: education is initiation. It is the process by which members of a society acquire the knowledge, skills, and attitudes that enable them to assume useful roles in their culture. At a time when initiating institutions (the family, the school, the church, the community itself) are in a state of disarray, the correctional system has become the initiator of last resort for minorities and the poor." (Curran)

The "mission of correctional education should be to prepare probationers for the labor force, to become self-sufficient, and if unable to answer a question, to find the answer." (Van Landegen)

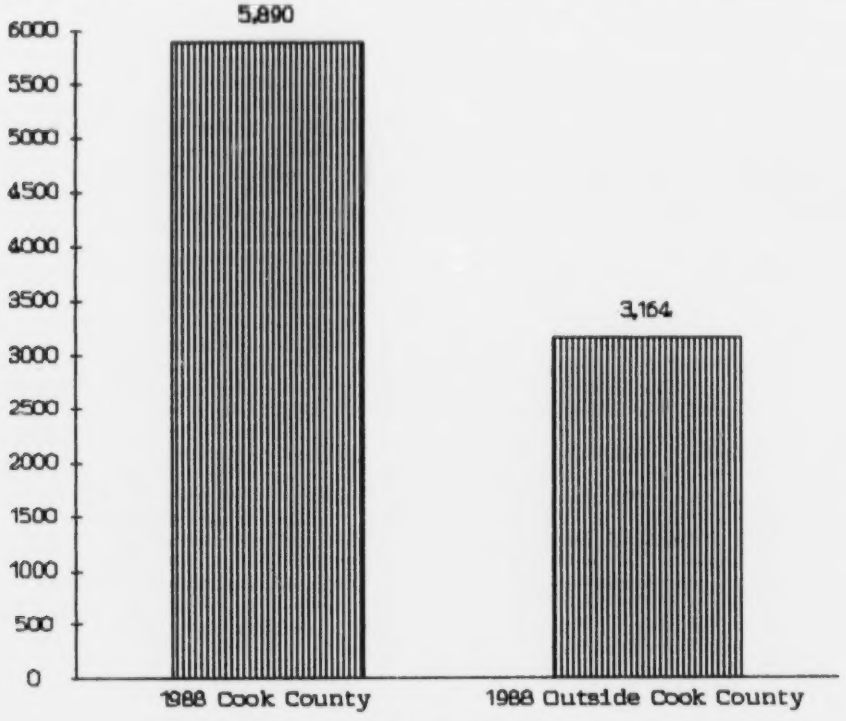
"Stop using traditional approaches to education. In most cases this is what turned the individual off in the first place. . . . Let's look at a defendant's world and teach them things relevant to their world, not ours. . . . My educational belief is teach for tomorrow, not today." (Van Landegen)

"We believe the only means of changing a person [sic] is to give them the tools with which to work. The impact on recidivism, we feel, will be great; this can only be recognized through educational opportunities designed to meet their individual needs. We feel this is being provided through individualized career planning offered by the presently funded program." (Hull)

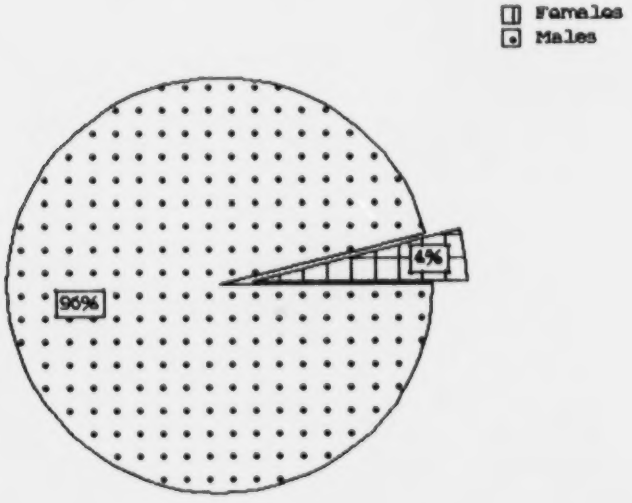
"The DOC is preparing a *Five-Year Plan for Female Inmates* and a *Feasibility Study of Women and Children Community Correctional Center*. These studies should be reviewed by the Legislature. (Task Force)

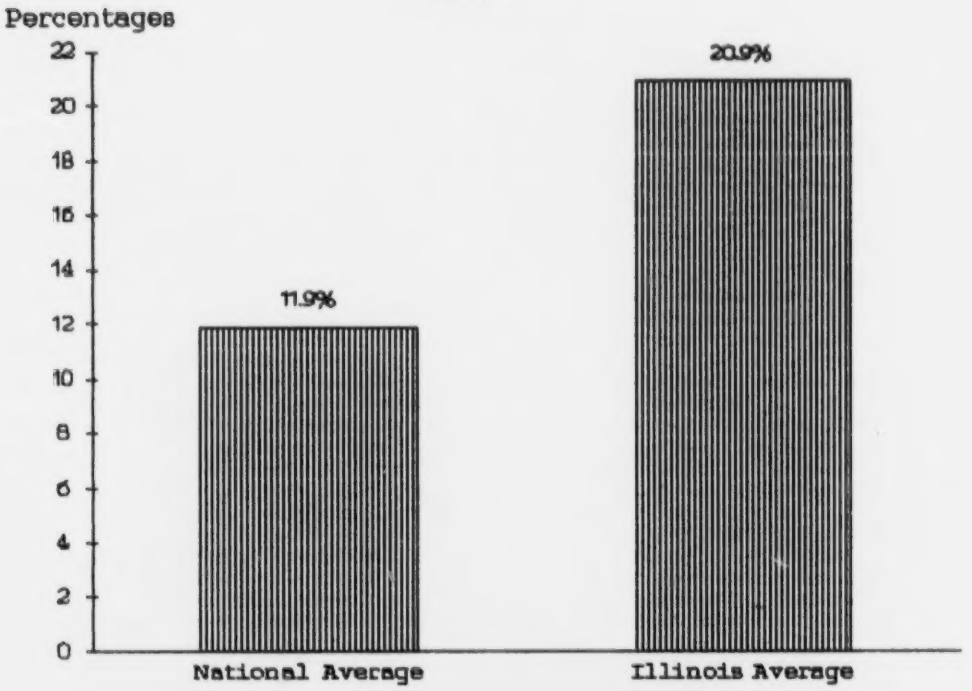
IN KENTUCKY. "We redesigned the vocational schools. Traditionally we had welding and plumbing and long-term classes that took 2,000 hours to complete. We discontinued all of those classes and installed classes that would only take 5 to 700 hours to complete because we were spending one million dollars per certified employer once

Average Daily Illinois Jail Population



Males vs. Females in Illinois Prisons





ICoVE's Valée Salone listens as an inmate describes his experiences in drafting classes.

they left our institution. Therefore, we changed the vocational classes to meet the needs of corrections in jobs such as interior finishing, floor covering, specialists, desk top publishing, industrial technology. These classes take less amount of time, and we select classes according to the number of jobs in Kentucky. And, for instance, in interior finishing laying floors, there's in excess of 6,000 jobs not filled per year, that pay a good salary. So all of our classes are taught according to the jobs. . . . By developing a positive environment within the institution, we, in Kentucky, now have 62% of all the inmates involved in educational programs. They're there because they want to be there." (Kenady)

"Two years ago we introduced a life management program in our institutions. We do every inmate in our institution. After they come through our assessment center and they are tested, regardless of how long they have been in our institution, they go through a life management program, and it is a three-hour program. We did away with life skills and we did away with employability skills because they had failed us in the past. We designed a program that included the vital issues project, a drug program, and a living skills program into three hours. The inmate takes it upon entering our institution, he retakes it upon 60 days of release." (Kenady)

"All inmates go to vocational school because they want to go, except those who work in industries. Prior to going to work in industries, you must have attended the vocational class in the trade of which you're going to work. You cannot go to work in industries without a GED. This has brought about a tremendous increase in our enrollment within our school." (Kenady)

"In my program, I have the requirement of having a GED or a high school education, because I feel that for data processing jobs, if you mark the 'no high school diploma' box, your resume is going in the trash can. So it's a requirement to have the GED or high school diploma." (Bradley)

QUESTION. Do you do any follow-up work in terms of helping them get a job or to help prepare them for an interview?

"Yes, we've got a job opportunities course in which they'll have a resumé. I manage it like a business. You are to be there at 8:00 or 8:30. You're to treat me like a boss and I'll treat you like an employee. Once you walk in the door, you're not a con. You're a student, and they have a job portfolio. The one guy got the job because of projects he had done. We also work with JTPA, in which they teach job training skills, and life skills." (Bradley)

QUESTION ON THE "VITAL ISSUES" PROGRAM. Is it used anywhere in Illinois?

"No. It's not that we haven't tried. We need to be concerned about the total complete quality of the program. Pieces of it won't work. We've been playing with this since 1968. We've deleted, we've added to, we've tested, we've subtracted from, we've tried a different method. We've done everything that we can do to get the module together that we have. (And I'm certainly not going to get into a commercial.) But the problem is . . . people say, well, you know, we can cut this family cohesiveness section out and provide the area of problem solving. Problem solving is part of the family cohesiveness and the family cohesiveness is part of the problem solving and if you don't have all the components, its a piece of puzzle. . . . You got pieces of the puzzle, but you don't have it together." (Kress)

TRANSITION PROGRAM. "Southeastern Illinois College and the Job Training Partnership Act (JTPA) sponsor the Survival Skills/Employment Reintegration Program (SSERP). The SSERP is designed to make the transition from incarceration to society more expedient. Although the SSERP is not a mandatory requirement, it is a well-accepted program by the population within the correctional setting. The SSERP is divided into the major areas of career awareness and skills in job seeking, job retention, survival, pre-vocational, pre-employment, and work transition. Current job market trends, community services available, where to look for employment, resumé writing, completion of job applications, interviewing techniques, writing letters of application, budgeting money, insurance, income taxes, getting along with supervisors, and handling problems on the job are included in the SSERP. Goal setting, attitude, self-esteem, and real-life situations are also stressed in this program." (Black and Turner)

EVALUATION
(Recommendations #1, #2, #3, #6 and #10)

"Evaluation design for our vocational education programs is essential. With the diversity of curricula, materials, and abilities of inmates, it is essential that we evaluate our vocational education programs to ensure maximum benefit." (ICoVE Minutes, October 11, 1989)

"Methods in which vocational programs have uniform performance standards and are evaluated based on these standards are not consistent throughout the state. There is a need for an internal evaluation system that measures performance against uniform standards." (ICoVE Minutes, July 11, 1989)

"The needs of the female inmate in the areas of housing, education, vocational training, and programming must be evaluated. Adequate funds must be appropriated for female inmate programs without reducing funds for male inmate programs." (Task Force)

"How should correctional educational programs be evaluated? Let those who use it tell us of its success or failure. Again, let's look at things from their eyes and needs, not ours." (Van Landegen)

"The bottom line to vocational education in the prisons is: Are these guys getting jobs on the street? Unfortunately, I'm addressing the problem from the perspective of a medium or a maximum security institution, and a lot of the men graduating through my programs are seven to ten years from the street. And I propose that for these types of graduates, we should focus in on job placement within the correctional institution. I think we're taking some steps to achieve that through the TIE program and through cooperative work training. At Danville, we've got some supervised occupational experience (SOE) programs. But that just touches the tip of the iceberg. If you were to look at how many of those skilled positions that relate to vocational training are available in a 12-1300 bed medium institution, that's probably 40 or 50 positions. And I'm graduating around 200 inmates through my programs annually. So, you know, I encourage us filling those 50 slots. But what about the other 160 guys? We need to look at some other positions, or some other categories of success in the institutions." (Summers)

"I think we do a poor job, I would say in Ohio (I'm not going to reflect on any other state) in really following up on how our people do once they're released. The basic reason for this is we simply can't track them. You can't find them. You can find them for 3 months, or 6 months. But 12 or 18 months down the road, it's very difficult to track those individuals." (Rice)

"I think in the long run for what we are able to do, we do a pretty darn good job. I think everybody who has been involved in correctional education, particularly those people that I observed in Illinois, do a pretty good job with the adults. We don't have as many success stories as we would like to have." (Susner)

"We saw that major problems (in Kentucky) were the attitude of security toward education, the attitude of the inmate, the attitude of the correctional education teacher, programs that were not directed toward corrections, low pay for teachers, a discrepancy between the academic and the vocational teacher, and dissension in the 'we, they' concept. It took us too long to get from zero to 3.2 in the literacy program. Industries recruited out of our schools prior to completion of programs. There was no testing, no evaluation, and there was no job placement." (Kenady)

"What about the future? What is needed? More programs and planning, obviously:
- diversion at the jail level - drug, alcohol, literacy and job;
- more at-risk programs in public and private schools;
- more variety and quantity in prisons, but also tied to community (TIE concept);
- more cooperation among CEA and others . . . in program planning and conferences." (Steurer)

"My opening remark to this group [touring a facility] was, 'If you're quiet, you can hear the heartbeat of real rehabilitation right here in this class lab.' The more I think about that statement, I come to realize that these programs are the main source of rehabilitation in the correctional facilities. Rehabilitation is certainly not being locked up with another inmate in a cell that's six by ten, or being allowed to go to the yard gym a few hours a day. Rehabilitation is not going to happen when an inmate is allowed to visit with his counselor once every two months, if he does get to go that much. Just where in the hell does rehabilitation take place? Where can an incarcerated person obtain the tools to pursue a productive life? I believe it's education." (Summers)

"I think there's a lot to be said about the college directors visiting other vocational programs and providing evaluation and some input. I see evaluation of programs as a constructive process, leading to a positive outcome as opposed to a more detached process where you're just looking at hard numbers. So I would like to see if we're going to move into the direction of evaluating programs based on institutional job placement. I would like to see some of the area college directors involved in that process as opposed to just the guys from Springfield coming in and looking at the hard numbers." (Summers)

CATEGORIES FOR A STAFF EVALUATION INSTRUMENT. "Personal characteristics and professional practices of an effective correctional educator -- knowledgeable . . . facilitative . . . congenial . . . supportive . . . intuitive . . . self-confident . . . cooperative . . . organized . . . goal-oriented . . . " (Miller)

TIME STUDY AT LOGAN CORRECTIONAL CENTER (COED INSTITUTION). "I asked my vocational teachers to keep a log of the time that they spend in their student contact, to log the time that they spend in instructional activities and the time that they spend in security activities, although we know that those two blend. But I found that on an average 40% of class contact time was spent in purely security function. . . ." (Murphy)

SOUTHEASTERN ILLINOIS PROGRAM. "During the educational process, inmates are evaluated continuously on attitude, academic progress, attendance, punctuality, ability to adjust to new assignments, reception to instruction, ability to follow instructions, effective time management, courtesy and manners, initiative and attitude, manual dexterity, and physical appearance. These evaluations are documented and become a part of their educational records. This documentation becomes a vital source of information when referring a graduate to a prospective employer." (Black and Turner)

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QUESTION. "What's your opinion of putting performance standards on educators?"

"I think it's excellent, just like we put on students. JTPA's gone to it, voc ed's going to it." (Rice)

QUESTION. "Would you recommend that correctional educators be evaluated on whatever performance standard we come up with?"

"Yes. Programs, persons performing those services. That's good enough." (Rice)

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QUESTION. "Do correctional education services impact on recidivism?"

"I present an unquestioned yes. In review of our present caseload, it is quite clear that those clients, whose case supervision plan reflects the need and strategy to further a defendant's education, [experience] success. . . . The trend would reflect a positive correlation, that these defendants are seeing the benefits of an education and are willing to wait for and earn its reward.

Another case in point is that over 80% of the clients we deal with have minimal formal education, i.e. high school dropout. This clearly would lead one to assume that a major factor to an individual's success or failure to remain crime-free is related to their academic and vocational skill level." (Van Landegren)

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"My perspective is, if we're really going to start looking at justifying these programs, in terms of all the money we're putting into them, I think that we need to expand our classification of what we consider a success story . . . I think there's a very large segment of men that are so far from the street that we need to consider some other categories." (Summers)

"Comments from the inmate panel included: 1) an encouragement to continue types of educational and vocational programs, 2) expand the associate degree program and
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offer a four-year program, 3) enhance the program through the addition of equipment, and 4) add additional academic classes in the evening." (ICoVE Minutes, October 11, 1989)

"A panel of four students discussed the educational programs at Logan. The need for more space in the auto mechanics and auto body labs was addressed. Other suggestions:

- offer business courses and how to study courses,
- make it possible to obtain a baccalaureate degree,
- spend more time on preparing for job interviews and writing resumés,
- give more incentive for minority students to enter programs,
- establish role models for students who have not established lifelong goals." (ICoVE Minutes, December 19, 1989)

ICoVE's H. Black commends food service students for a job well done.

SPECIAL POPULATIONS
(Recommendations #1, #5, #6, #7, #10, #15, and #16)

JAIL INMATES. "Illinois' jail population increased dramatically during the 1980s. Between state fiscal years 1981 and 1988, the yearly population–the total number of inmates occupying jail space during the year–of Illinois' jails outside Cook County increased 29 percent, to 140,081. In Cook County, annual jail bookings were 16 percent higher in 1988 than in 1981.

The average daily population of the Cook County Jail in fiscal 1988 was 5,890, 86 percent higher than the average daily population of the rest of Illinois' county jails combined (3,164). Thirteen percent of Cook County Jail's average daily population consisted of sentenced offenders. The remaining 87 percent was made up of defendants awaiting trial." (ICJ Information Authority)

FEMALES. "Female inmates make up only about four percent of DOC's total inmate population, and only five percent of the inmate population in state prisons nationwide. Still, since 1978, the number of female inmates in Illinois state prisons has tripled (by comparison, the total inmate population doubled during this period), reaching 982 in fiscal 1989." (ICJ Information Authority)

"The Department of Corrections has implemented several unique programs at the Dwight Correctional Center. These include intensive substance abuse treatment, a weekend visitation program for children during the summer months, and vocational training programs." (Task Force)

LONG-TERM OFFENDERS. "The long-term inmate requires programming which provides for serving the period of incarceration in a productive manner and for preparation for release to a world significantly different than at the time of incarceration. Therefore, programming specific to the needs of the long-term inmate should be established." (Task Force)

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OVERVIEW OF PRISON POPULATIONS

Growth Rate	100 per week
Rate of incarceration	194/100,000 in 1989 233/100,000 in 1990
Growth in new admissions	39% drug convictions
IL Prison Capacity	18,300
IL Prison Occupants	27,295
1979–1990 Growth in facilities	1.18 prisons per year (from 15 to 28 plus 3 under construction)

"Time served by long-term inmates needs to be viewed as a total life experience and not just a small interruption. Most correctional programs are geared to the short-term inmate serving less than two years. A two-track system for short-termers and long-termers with specific objectives needs to be established." (Task Force)

"The long-term track should identify institutional job requirements and provide a multi-year training program to achieve certification for specific jobs. Other similar program opportunities need to be provided." (Task Force)

"In our maximum security [Kentucky] we have the same college programs and the same academic programs. Vocational programs are different. There we try to train them to go into industries, because we're now training people and you have them in classes that have 650 years. I know that we have short terms that we have to deal with, but overall our terms are getting longer and longer. Therefore, we must deal with the long-termer and in working with security and getting security to work with us. Everyone in institutions has to realize the best security in any prison is a good education program. If I can train a guy to be an outstanding desk maker and he starts on the job in industries making a $1.10 a day rather than nothing, then he becomes a better inmate. So your best security is good education. To prove that, you look at any state when they get ready to open a new institution and transfer their better inmates. They always transfer all of your [sic] students. That's who gets transferred. So you know the best inmates are the people involved in education. We've got to get them all involved. We have now 62%, we're hoping for 80%." (Kenady)

PROBATIONERS AND RELEASEES. "We have recently become involved in the Career Planning for Criminal Offender Program funded by the Illinois State Board of Education. Even though we are just beginning our program here in Saline County, this is a population that has long needed to be served. Our office has been attempting to concentrate efforts in problem areas specific to them. We have found many times they have not fit into the 'regular classroom' setting. We believe the

only means of changing a person [sic] is to give them the tools with which to work. The impact on recidivism we feel will be great; this can only be recognized through educational opportunities designed to meet their individual needs. We feel this is being provided through individualized career planning offered by the presently funded program, and we encourage further development of this to allow us resources to work with every person coming onto our caseloads identified to be a candidate. We feel with one coordinator, as is the case with the career planner working on each individual case, all resources and linkages will be used more efficiently and effectively. This program cannot be expanded unless further funding is provided." (Hull)

"We feel it is critically important in the development of local plans for the entire education community, including vocational education coordinating councils, local school boards, and superintendents, to recognize and address the unique problems presented by offenders in the community. The Illinois Council on Vocational Education and the State Board of Education are the only organizations in Illinois which have recognized by their actions that the majority of offenders are still in the community." (Filson)

"I did a small survey of Circuit Court Probation Departments and asked the chief officers to give me some ideas . . . as to why probationers didn't succeed in getting education skills. . . . In most areas there are services available, although it's spotty. . . . In some cases, probationers lack income eligibility for programs, or they miss appointments that are scheduled and are cancelled out of the programs. They fail to complete assessment processes . . . like the academic routines at which they've already failed. They can't demonstrate good work habits, so they can't gain access into apprenticeships in the trades. . . . What tends to be a big problem in most areas across the state is transportation, getting to the site." (Filson)

"I'll bet the bulk of our people who are being paroled are the work release people on electronic detention. Their paperwork is at Stateville, but they're physically someplace else, but actually being paroled from our main facility. If I say 10, I think that's too many." (Russell)

JUVENILES. ". . . Of special concern . . . to the Illinois Supreme Court are the unevenness and inconsistency in the level of educational services among juvenile detention facilities. The Court, in its annual report to the legislature, addressed the lack of statutory delineation of funding responsibility. It's catch as catch can between funding from county, school district, regional superintendent of schools and . . . partial state funding. As a result . . . four facilities provide only half-day instruction. The Court . . . invites the legislature to study this problem and seek solutions which will address the educational needs of minors who are held in juvenile detention facilities." (Filson)

PROVISION AND COORDINATION OF SERVICES
(Recommendations #1, #6, #7, #12, #15, and #16)

"Institutional programs are, and should be recognized as, links in a chain that extends beyond the walls to the local communities that receive former inmates upon their release. Without effective linkages in the 'free world' that enable former inmates to

implement plans they may have made while in institutional training programs, their skill and motivation quickly atrophy and degenerate. Community corrections and the array of public and private service providers must be coordinated with programs inside institutions through efficient transition activities. Programs inside and outside should be familiar with each other's focus and capabilities, and continuity of service provision should be ensured through an accountable system of tracking and feedback." (Curran)

"On the whole issue of transitional services: the notion that we spend as many dollars as we do in corrections, in education, in other programs, to incarcerate and work with folks and then, in many cases, send them to the streets with very little follow-up is like buying a very expensive new car and never servicing it . . ." (Wolford)

"An inmate who walks out of prison in the same condition, or perhaps in even worse condition than when he walked in, will likely return to prison. Once back in the community, the offender often finds little assistance in beginning a crime-free life. By not being able to provide a sufficient level of programs in the institutions and the community, society is helping to ensure a continuing prison crowding crisis." (Task Force)

"Coordination with other state agencies is required to provide the greatest benefit to the released inmate in obtaining employment." (Task Force)

"We do a very good job of transitioning our folks in. If you look at the records of our people, they've moved in gradual steps into long-term incarceration. They've been in half-way houses, they've been in long-term programs, but all too often we don't use those same tools on the way back out. Too often we're releasing people from secure institutions, camps, and whatever, right back out into the community without using those same steps down." (Wolford)

"To me, there is very little continuity among the major agencies of the criminal justice system. The police do their thing, the courts do their thing, corrections do their thing, and somehow those never meet. It's the same objectives, same goals. In reality, probably an offender is the person that loses. And we allow a person to repeat in our system. So I think we ought to do a much better job." (Rice)

"On behalf of the Kentucky Department for Social Services two years ago, we did a survey of all juvenile correctional systems in the country and looked at what transitional services they had . . . One of the most telling and surprising finds was that in over half of the states, it was all right, as a release plan, for those folks (12-26 year olds) to go back to the community without having a job, without being enrolled in school, or without being in a vocational education program. Which to me interprets 'hang out on the street corner.' And some of those states offered excellent educational programs and other programs, but they stopped at the institution. And I think traditionally we in institutions have said, 'Our job's over when they leave.'" (Wolford)

"In Ohio we have 32,000 inmates. We have 6,000 people enrolled in all educational programs, from mandatory through college." (Rice)

"Our job placement program is very poor. We're currently beginning to work on that. One of the things we're looking at doing is adding pre-release to the educational component to enhance the transferability of that inmate from the prison to the outside. Pre-release is almost nonexistent in Ohio." (Rice)

"We track our kids through a comprehensive social service agency. Almost all our kids' case files begin not with the delinquent act, but with abuse and neglect in the family, poor pre-natal care, all those other things that we can maybe mitigate against." (Wolford)

"The watch word that we have [in Kentucky] is 'agencies don't cooperate, but the people do.' And the emphasis that we've taken is building community area networks and making it the responsibility of education. Education has to play a role and we have established educational transitional teams that work to move the youth back into the community and make a linkage with other educational programs." (Wolford)

QUESTION ASKED RELEASED OFFENDER. How would you have felt if there had been somebody in the Chicago area working with your family prior to you coming home, the bonding type thing?

"I think it would have helped me a lot. I did have some help prior to my release. When I was released, I had a job waiting for me. I was helped to get a job. I'm a paramedic now and I'm still going to school. I'm still learning and I'm having a good time with it. And I'm still in touch with people that have helped me from when I was first released. And they've helped me, not only when I was in Vienna and learning and before I got out, they're still there two years later on the other end of a phone line whenever I've got a problem." (David)

ON TRAINING FOR EX-OFFENDERS. "For reasons that are difficult to explain and yet are documented, ex-offenders who did not seek job skill training while incarcerated will seriously seek this kind of help after prison and it is often very difficult to find. Meaningful assistance again could make a substantial difference, in my opinion, on recidivism possibilities." (Hubers)

ON NETWORKING IN-PRISON TRAINING, AFTER-PRISON TRAINING AND WORKING WITH POTENTIAL EMPLOYERS IN CONNECTION WITH BOTH. "A valuable missing link could be provided by Southern Illinois College or a designated prison-group or organization networking those needing trained help with those seeking it. My particular concern, of course, again is the ex-offender and his or her effort to get established as a productive citizen. Finding a job is one of the major problems that an ex-offender often faces in that even though an ex-offender may have acquired a job skill, a bad job history along with a criminal record often prevents the ex-offender from selling his/her newly acquired job skill. This kind of networking could make a difference." (Hubers)

"Another new initiative that we have in Kentucky . . . is what we call family-sensitive residential treatment programs. And we're identifying family specialists that we're placing within all of our institutions or within regions. . . . The transition workers are working to maintain family ties with offenders and integrating components into our counseling programs, into our educational programs, into all aspects of our institutional programs so that we begin to address and talk about the

family. . . . They do things to foster keeping those connections alive and also to provide people with understandings and educational skills and abilities they haven't previously had to hopefully go back and work and live more successfully in those families." (Wolford)

"As a recipient of a grant from the Illinois State Board of Education, I have been able, first hand, to see the results of a community-based correctional educational program. The impact has been excellent on the participant of the program and has been able to significantly improve the quality of life for each of the participants." (Orso)

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"One of my students walked into my office and announced that he didn't want to come to class anymore. I told him that I was sorry he felt that way but that I couldn't force him to come. That was up to his probation officer. He just smiled and walked out.

That same day I got a phone call from the employer of this young man. My student had not shown up for work and had not called, so his job was in jeopardy. Up until this incident he had been doing an excellent job, and the employer was very concerned.

After doing a little checking, I discovered that my student had just completed his time on probation. With no probation officer watching over him, he felt free to turn his back on both his education and his job.

This is just one example of what happens when a person is released from probation, based not on what was accomplished, but only on how much time was served." (Cozort)

BASIC SKILLS
(Recommendations #1, #9, #11, and #12)

"One of the primary concerns of a released inmate is to obtain and keep a meaningful, well-paying job. An inmate with such a job is less likely to return to crime. To achieve this life goal requires that the inmate possess basic skills as well as a job skill that is in demand." (Task Force)

"They don't understand themselves particularly well. They don't understand themselves and others rationally. They lack the skills to think critically, to assess and analyze consequences. They just don't think particularly well." (Murphy)

"We must deal with the whole person. We must change his attitude, teach him how to set his goals, more than just an employability skill thing. We must let him set his goals, change his attitude, direct his life toward success, and then train him for a job that will give him pride and confidence in himself." (Kenady)

"Independent living skills and practical information for obtaining employment and assistance are important components to the success of an inmate released to his community. Therefore, the release school curriculum should be expanded and given higher priority." (Task Force)
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"There's a couple areas I think we [Ohio] are deficient in and probably would represent educational programs across the country. I guess one area is what I would call 'affective area,' which basically means dealing with attitudes, values, self-concept, work ethic, and those kinds of things. These are the same kinds of problems that the vocational schools are having in the public sector. I think we, as correctional educators, have to resolve that if correctional education is to be meaningful when our students go from the inside to the outside." (Rice)

"The second area I think is important or critical is what we call transferability of skills. Skills that we teach while a person is incarcerated must have valid meaning when a person is released to the outside. We have minimum, medium, close, and maximum security institutions in Ohio." (Rice)

"My concern about corrections is we need to look a little bit deeper as to why is an inmate in a correctional facility? And it's my opinion that it's not because they robbed a gas station, or whatever the charge might be. I think it's because they were deficient in attitude formulation and habit development in an area such as decision making and problem solving and family cohesiveness and money management, job-acquiring skills, a whole bunch of things that constitute what we have identified as personal development. A lot of people just hang the tag of motivation. I don't agree with it. I think that motivation is a stimulative effect. I think that personal development is an educational effect." (Kress)

"While virtually all prison releasees now participate in some pre-release orientation, many inmates return to the community unprepared or ill-equipped for independent living. The pre-release programs at each adult correctional center should be high priority and consist of a standardized, comprehensive, educational module which is meaningful to prison releasees." (Task Force)

"I am a consummate realist. . . . Nobody can give what they ain't got--a positive attitude about oneself. . . . (Clements)

"The worst narcotic in the United States is the welfare mentality. . . . Offenders say: 'Teach me to fish' instead of 'Give me a fish. You must help us have our marketable skills. I want to produce, not drain revenue.'" (Clements)

"Over and over and over again they kept talking about self-image and about self-confidence. That's a must! And until you can do that, they're not going to score well under a GED or whatever it is that you're trying to provide them. . . . You need to provide them with a personal development element when they come in so that they can do smart time in an institution, as opposed to doing dumb time. And then on their way out, they need to go through the same course again, so that they're preparing to enter or re-enter Main Street." (Kress)

INCENTIVES

(Recommendations #1, #2, #3, #4, #5, and #11)

"Some positive discernible trends in correctional education are mandatory education and incentive programs (pay, time off sentence, better jobs, better pay, awards for achievement such as diplomas). At the same time, some problems within the prison, jail, and juvenile systems are disincentives such as higher pay for other

assignments, no pay for school, poor programs, prior negative experiences, peer pressure, poor staff training prior to and during job assignment." (Steurer)

"The majority of our inmates (at Stateville) have 40, 50, 60 years to do. So when you're talking about incentive, there just isn't any. A lot of our guys who do have the incentive are held back for problems that don't involve them at all. We go in lock up, a guy signs up for school, we have an incident, we're locked up for two months. The motivation that perhaps he had, he doesn't have any more." (Russell)

"I've never been at Pontiac or Menard, but I bet their situation is similar to ours. It has to be, because they suffer some of the same problems we do. Too many people in too small a space. Other things in addition to going to school that day, a guy has a visit, he wants to go to the gym, he wants to go in the yard, he wants to go to the commissary, he's got so many other things. And when you're talking about people with 40, 50 years, O.K., I can go to school tomorrow, I'm going to gym today. And that's the reality of it at least in a maximum situation. Like I say mediums and minimums have got an incentive built into them . . . And the people in them can see an out date. . . . The differences between a max and a medium are night and day." (Russell)

"I used to tell guys if you don't come in with something more than you came out, you're coming back. So leave your TV and radio with me so you don't have to buy another one when you come back, because you have got to get something out of DOC. Get something. Go to school. Do this, do that, but we're talking about people who mostly have been state raised. They were raised through the welfare system. Some have been raised through the juvenile system, and now we're raising them through the adult system. And some of them will go to school because I was on their back." (Russell)

"We're paying our inmates 15–20 dollars to go to school. We're paying them 4 or 5 hundred to go into industries. They're not going to go to school. The people who go to school now are mandatory students. And those other people, something clicked in their head and they say, 'Look I want to get an education.'" (Russell)

"As I was going through Menard, I sat for three months not knowing what to do. No one had come to me to tell me that I could register for school, that I could sign up for a . . . program. I sat in an isolated cell house for three months waiting to be told what I can do, not knowing the system. And it angered me, you know, and it kind of like woke me up then, too, to make me realize that I had to do things for myself and have the positive attitude to work at it." (George)

"We used incentives such as writing home to your family and children and being able to communicate, and we've had extremely good success. Another thing that has helped in education in Kentucky is working with the parole board. The parole board has now published a list that identifies what they expect, not what they demand, but what they expect to see from an inmate when he arrives. And that includes such things as the GED, job skills, college classes. And during the recent legislative session, . . . we got legislation that gives a bonus of good time to complete the GED of 60 days, to complete an AA 60 more days, to complete a BS 60 more days, any and all trades 60 days per trade." (Kenady)

"It is not uncommon across the state, when a person has met all the conditions of probation, for the probation officer to return to court and ask for an early discharge. . . . And I think even more likely, the court would approve of an early discharge when you can show that the person has made substantial gains in education." (Filson)

"I think there needs to be viable incentives for folks to stay in school. . . . TIE is one of those programs that are effective in linking academic and education programs into the industries and the maintenance programs. . . . We're competing for the same folks." (Grass)

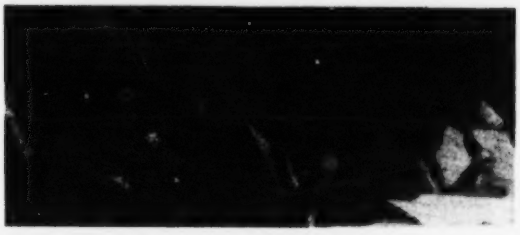
QUESTION. What do you think about the incentive of allowing people to go to school to get a trade while they are in prison as an incentive for getting out quicker?

"I think it's an excellent one. A survey done a few years ago in Kentucky showed that the general public was in favor of academic, vocational, other programs for offenders. It only makes sense." (Wolford)

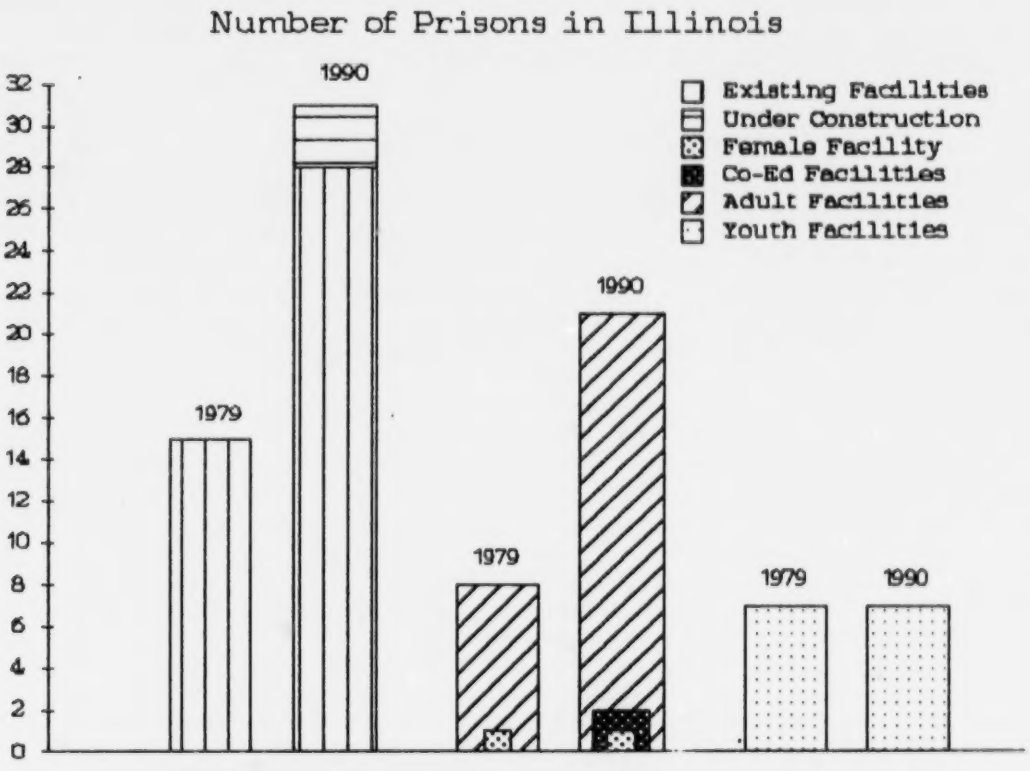
"When I was in school, I hated school. I was never in school. I dropped out, I didn't want to go. Right now, I don't know why it's changed, but I have an ambition, a passion to learn now. I'm going back to college. I have a girl friend now who is trying to get me into the nursing program through Oakland Community College, which I might want to go through." (David)

SUGGESTIONS ON INCENTIVES. "Income eligibility for educational programs be eliminated for court referrals; incentives to educational and/or employment service staff to assist court referrals in successful completion of programs; incentives to help the really hard-to-work-with person; additional training for educational and employment service staff to better engage the offender in educational programs." (Filson)

"As an incentive for vocational students, a Student-of-the-Month award is presented. Certificates for outstanding accomplishments, diligent work, and punctuality are issued to inmates on a regular basis. Recognition and the sense of accomplishment are constantly reinforced to the inmates. Competency certificates are issued for every course completed. Vocational programs, ranging from 24 weeks to one year, are designed with certificates available for those inmates having limited time remaining before release. Upon completion of the entire vocational program, a program certificate is issued. The Associate in Applied Science degree is available in a number of vocational areas such as auto body, auto mechanics, diesel mechanics, drafting, electronics, electronic data processing, food service, horticulture, machinist, surveying, and welding." (Black and Turner)



ICoVE members M. B. Stine and H. Black review corrections report while M. Malinauskas discusses concerns with G. Schmidt.



ICoVE's Corrections Committee meets to discuss vital issues. L to R: Nancy Eggertsen; Dane Eggertsen, DOC; Nancy Filson, IL Courts; Dr. Bessie Hackett; Rep. Gordon Ropp, ICoVE; Ray Quick, DOC; John Castro, DOC.

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SUCCESS STORIES

"To work in correctional education, you have to live on a couple of success experiences a year." (Gillespie)

TESTIMONY OF EX-OFFENDERS

"I started my correctional education back in 1980 in Menard going through a GED program, and because of the time that I was going to be incarcerated, I thought that I had to better myself in a positive attitude. In doing so, I completed the GED course and went through onto two college degrees through Menard, Centralia, and ending in Vienna. And my degrees were associate degrees. One of them was in welding and the other was just a general educational degree. And what I did, I used this opportunity to learn to better myself in my own way of thinking about myself. I thought that, in the beginning I didn't care about things and whatever and I'd turn around and I'd gain knowledge. I met people and saw things that I wanted to know about. Well, after I got out of prison in '88 I went to work as a welder. I got a job two days after I was out of prison. Well, that only paid $7 an hour and in this lifestyle in the Chicago region, $7 an hour is not very much money to be making when you want to support yourself and better your life and everything. So, I used my skills that I learned through job programs, job placement programs in Vienna and from the people that worked and helped me work through these programs. I sent resumés out to other places and found a job before I quit my first one, and that paid me about 50¢ more an hour. I was gradually walking up the scale of what I thought was going to be success.

"Well, I know that you can't be cocky in the work field. If you want something, you have to work for it and honestly put your efforts into it. Well, a time arrived that I thought I had to make an important decision about my life's career. I sat still and evaluated everything that was, you know, in front of me and thought well maybe welding is not the thing that I wanted to do, not to say that the program had anything wrong with it, but just that the money was not there for me at this time in my life. So I went on to something that I did prior to going to prison, refinishing bathtubs, and counter tops and kitchen sinks. But the skills that I didn't know, that I was taught through the programs in corrections, were how to deal with people. And I meet individual people everyday of my life working. I go to maybe two or three different individual homes everyday. If they knew that I was an ex-convict, would they let me in their homes? I have to, you know, pass through their doorway to be approved by them before I can do the work. And the work that I do I take pride in. And as one of my favorite ladies says, 'Well, its nice to see a five-figure number by my name, instead of a prison number.' I made $34,000 last year, my first full year of being out of prison. And I couldn't have done that without the skills that I learned." (George)

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"The institution where I was at was Vienna. I did go through the EMT/A program down there. Upon release I was helped to get a job with Northwest Community Hospital. Because of my medical background, it was easier to get in, and I worked for Northwest Community Hospital for a total of six months before I was hired on as an EMT/A with Rescue Eight Paramedic Service. While I was employed at Rescue
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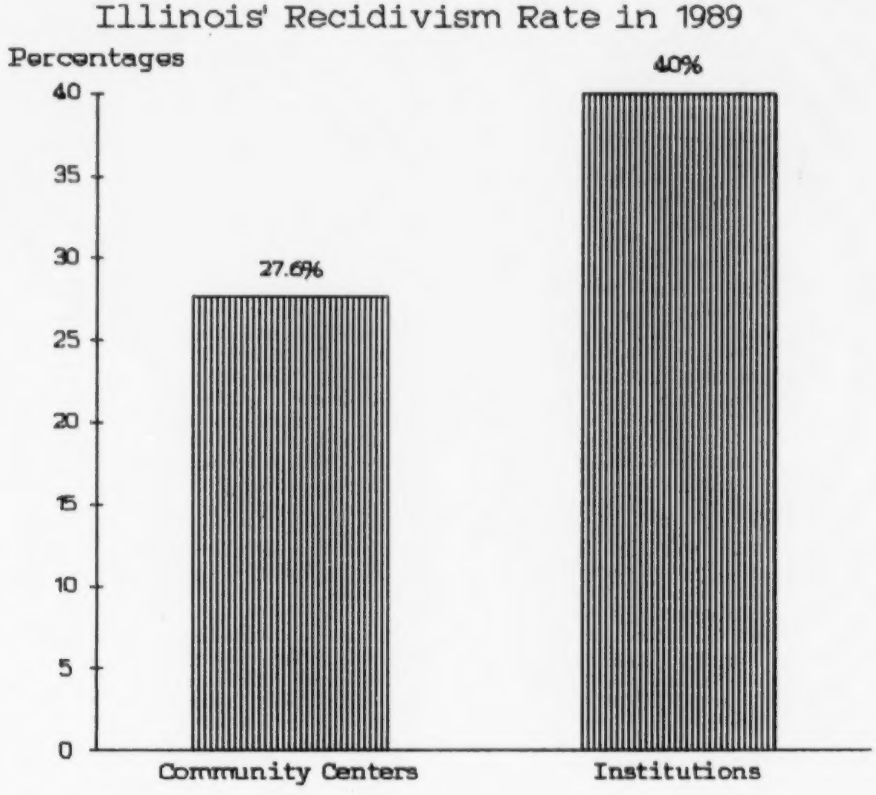
Eight, I attended paramedic schooling through Good Samaritan Hospital. I also became certified in pre-hospital channel life support. I am almost certified in neo-natal life support. I'm a dive instructor and, at this point, I am an EMT/A instructor with Advance Reliable who I work for now. I'm trying to get onto a fire department right now. They do delve deeply into your background and that does make a difference. It's like trying to get onto a police department. But I'm still trying and a lot of departments will waive that depending on what was involved." (David)

QUESTION. Have you saved lives?

"Yes Ma'am, I have saved lives. I've delivered two babies also. And there's also the other end of the spectrum, but . . ."(David)

QUESTION. You lost a few?

"Uh huh, but it all goes hand in hand. Once you get into this field, you have to more or less expect it." (David)



INSTRUCTORS' REPORTS

"Keith completed the sheet metal program. He was released December 17 to San Diego, California, employed December 21 in '87 as a sheet metal worker by All Star

Builders Corp. of San Diego. Six months later was promoted to a foreman with the company and had just turned 20 at the time of promotion. He's still working and still out of prison.

"This is a sheet that was sent out a few times on our tracking system. This is a program evaluation form. Otherwise, they send this form out to the inmates and say, 'Hey, what do you think about this program?' And this is the response. Do you have a job? 'Yes. Maintenance supervisor.' He's working 40 hours a week, 9.73 an hour. Did or should you tell your employer that you went to school in the Department of Corrections? (These are written by hand.) 'When I first started, I immediately liked the job and I didn't want to get my hopes up and then be let down, so I told my boss the first week.'

"That's the first thing an incarcerated individual that gets out should do. He should tell them. Be up front with them, because if a guy turns him down for that, the hell with him, go on, he's going to find somebody else because he's got a talent that's marketable.

"'Part of my job is doing maintenance on furnaces and air conditioners.' Did the training help you? 'Yes.' The following should be added to the program: 'I think that the people should understand and believe that just because you've been in prison they have to have self-esteem if they want to stay out.' He's building on that attitude and character. Do you plan further education? He's got, 'Yes, basically I take one day at a time and listen and try to learn anything from people who are serious about life and not full of . . ..' Personal comments: 'The class was a great benefit. Needless to say, the money helped; but overall, the class was good for me because it helped me realize that if I could still make something of my life and not worry about my past bringing me down. He wrote a big 'Thank You.'

"Wayne completed the program in '88 and he was released in March and was employed three days later right in Chicago at some realty. He's working as a HVA installer/repairer, approximately 30 bucks an hour. John entered the sheet metal program in the summer of '87, released February 3rd, '88, five days later is employed by a Chicago contractor as a HVAC mechanic, $19 an hour and still working.

"In FY '89 I had 16 graduates. Out of those 16, 10 were released and all ten went to work according to what they were trained for. And this was by JTPA and different tracking systems that we have . . . What would have happened to these ten men if they had not been through a program such as mine? Or there were no programs offered? What would they fall back on? Department of Corrections most likely." (Grass)

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"In Bloomington the other day I ran into a person coming out of a dry cleaning store. The face looked familiar. It took me awhile to place her. She had been one of our students. She had been a graduate of the welding program, one of the first two or three females to get a welding certificate in the State of Illinois. She was working in a dry cleaning establishment. She was proud. I said, 'Did you look for something in welding?' And she said, 'Yes, but they wanted more experience than I had.' She
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said, 'They wanted someone with one or two years of experience. I didn't have that much.' She said, 'But you know, they talked about me because I was one of the few women who had ever applied for that job, and I didn't get it, but they talked about me.' And there she was. She had found someplace else. She was working. She was riding a bicycle. She'd figured out someway to handle transportation without much money. And I saw in her, if we have any kind of gut judgments that tell us anything true, I saw in her the possibility of success, because she didn't appear to be beaten down by not having gotten the job in the field that she was trained for, but that she was able to handle whatever bumps were coming her way." (Murphy)

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"I'm from Shawnee Correctional Center, Southeastern Illinois College. I teach electronic data processing. And what I want to do is just share some of my success stories, through follow-ups done by Southeastern and JTPA. I started teaching the program in 1985. I think we've got a zero recidivism rate of those that have graduated. I want to talk about six of the success stories.

"My first one graduated, or was released in 1986. He was hired by Franklin Life Insurance as a computer programmer. He went in for the interview for a mainframe job and took some samples that he did while he was in school. So they kind of made a job for him in the micro-computer department. And as of right now, '90 he's still working there.

"Second one. This is a 44-year-old. He was released in 1988. He had a little bit of work experience when he was incarcerated, but no terminal training and he went on dozens of interviews. He wanted to be honest with them, let them know he was incarcerated, do the right thing, but he wasn't getting a job. So he finally decided to take a loan out to borrow $500 to buy him a new suit. So he did that. (He figured he'd work at McDonald's or somewhere to pay back the loan if he had to.) He did get hired, although he left out the piece of information that he was incarcerated, but his guilt got to him so after about a week on the job, he told his boss the truth. His boss says, "Aw, that's O.K." This was on a Friday. Well, Monday when he came back to work, his boss decided he was overqualified and let him go. So, then he decided to get the new suit and then he got his job. And I'm happy to say he's making about $31,000 as a consultant in programming with computers. He felt like if he told that first lie, he'd tell another and then another and then he'd be back. I was real happy for him. It took him a long time, but he did get the job and he was honest about it. And he got a new suit out of it.

"The third one. This guy got a job with General Telephone as a programmer. He worked there for awhile and then he was hired by Bell Labs as a programmer, also. And as far as I know, he's still working there.

"Next one was released in '88. He started at Diamond Star through a temporary service. They liked him. They liked his computer skills, and they hired him full time in the personnel department. I don't know if they know he's been incarcerated or not, this guy. As far as telling them whether they're incarcerated or whether they haven't been, I think its kind of 50-50. Some opt to go one way. Some opt to go the other.
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"Probably my most recent release got his job on his very first interview. So it's kind of the opposite of the guy I was talking about earlier. On his very first interview, he got his job. He's still working now. That was in October of '89.

"Then the last guy I want to talk about. He was hired by CBM computers in sales. He's servicing their corporate accounts. He's also going to Bradley University, working on his master's degree and CBM computers are paying his tuition, which is a lot. And he's doing real well. He did get his AAS and BS while he was incarcerated, so he's now working on his master's and getting his tuition paid.

"My testimony is these guys are good. Before I started working in Corrections, no, I wouldn't hire a convict for my business to work with my money, but now I would. They're good. They're high caliber. They know what they're doing. We say, let's see if these guys get a second chance; I say let's give them a first chance. All of them never had that first chance. If nothing else, we've got to give them self-respect and give them a chance." (Bradley)

INSTRUCTORS' FOLLOW-UP OF HEARING

"This letter is in reference to the ICoVE hearing on April 23, 1990, at the Hilton in Arlington Heights, Illinois. I was asked how many of the success stories in the Electronic Data Processing program were of black students. After carefully reviewing the class follow-up statistics, I felt it necessary to share the results with you.

"A total of 41 students have graduated since 1986 (21 black and 20 white). A total of 18 graduates have been released (7 black and 11 white). Fifteen of the eighteen graduates released (83%) are working. Four of the seven released blacks (57%) are working and all 11 whites (100%) are working.

"I believe your specific concern was 'are blacks getting jobs?' Yes, they are. My statistics show that of the released black graduates, 57 percent (4 out of 7) are working. Not only are they working, three of the four have been promoted to supervisory positions. The first was hired in 1986 and was promoted to crew chief, the second was hired in 1988 as a lab assistant and was promoted to assistant quality technician, and the third graduate was hired in 1988 for data entry with the civil service and is now a social worker making approximately $28,000." (Bradley)

MAXIMUM INSTITUTION TESTIMONY

"I heard people talk about success stories. Our success story is that the man made it through the day and he's not dead. And that's a reality of a max opposed to a medium and a minimum. And every once in awhile I see people on the streets in Chicago, so I see some of our inmates. And I see that they're alive, I'm just amazed that they are still alive." (Russell)

"I'll cite one example. There've been a few success stories that we can trace and say something about, but we had an older fellow at Stateville, probably in his late 50's or

early 60's who got his GED at Stateville, got an Associate Arts Degree at Stateville in 1985, and got a Baccalaureate Degree at Stateville and about two years later died. Now that's a success story. I think, here's a fellow who came in with nothing and he left with something. He didn't leave for an outside job, but he left with something. He accomplished something personal. And I think when people accomplish something personally, whether they go out and use that or not, they have accomplished something with the system." (Susner)

REPORTS FROM EX-OFFENDERS (1988)
(Southeastern Illinois College)

"I'm working for a materials company. I'm welding and it's really hard work. Thanks to the placement money, I paid off my tickets and am now able to take my drivers test. I'm staying with my sister and they pity me too much--I can't take much of this. I'm saving money to be able to get a place to live. I listened to you. Ten percent of each check is going into savings. What do you think about that? Do you want a copy of my account record or do you believe me?" Granite City, IL

"I'm working now part-time for a salon in Chicago. Just enrolled in beauty school to complete the requirements for my teacher's license. Prison..it changed me. Thanks. Can you see me as a teacher?" Chicago, IL

"Thank God I learned front end alignments. That's all I do all day long. Just think..I thought it was a waste of time to learn all those details. Thanks for changing my mind. I'm going to make it." Mattoon, IL

"Tell the guys in electronics..keep working and learn all you can. There are good jobs in electronics. I appreciate all the trouble you went through convincing me how I could make it. I finally realize you meant what you said." Carbondale, IL

"Thanks for referring me to the Small Business Center. They have helped me tremendously in opening my business. I used the money from the program to have my equipment installed. Thanks. I never believed the training I took in prison in the 60's would be my bread and butter in the 80's. In the 60's I couldn't even say entrepreneur...now I am one!!" Centralia, IL

"I got a job with the ambulance service where you said to apply. I'm getting paid by the hour plus $10 per call on standby. I've been so busy I haven't had time to think I'm not locked up any longer. I received almost $5,000 in Pell grant money to attend paramedic school. I'll let you know where my training leads me. I can't go anywhere but up, I've been down." Springfield, IL

"My training really helped me in my job as a design draftsman. The technical math, trigonometry (which I thought I would never learn) and materials was what made me right for my job. Thanks to my instructors and to all of the education department. I would never be where I am today without my detour to visit all of you. Thanks." S. Roxana, IL

"First, thanks for all your support. Yesterday was my first day at work. I got the drafting job that I wanted. Thanks for writing the personnel manager of the

company. They liked my qualifications. I'm doing great. I'm so glad, glad, glad, I went to school. Thanks for the encouragement you gave me in my time of need." Chicago, IL

"Guess what! I cut my hair, bought a new pair of jeans, two new sweaters and you would be proud of the new me. No more pony tails and long fingernails for me. I am now working..I am paying taxes..you wouldn't recognize me. No more prison cells, I even had carpet on the floor of my apartment. I'm coming up in the world. Thanks for making me realize I didn't always have to be a bum." East St. Louis, IL

"I'm done rippin' and runnin'..you've gotta look and look and look. People will help you if they see you want to change. Tell the guys in cosmetology that I'm doing super! God is still in my corner. Call me anytime. I look forward to hearing from you. If you are ever in Chicago, I'll give you a free style! Check on me..I'll always be out of prison." Chicago, IL

"I told my employer where I went to school. He was surprised I could learn so much in prison. I learned a lot about auto work and now I have a job to prove it. Teach everyone more about how to complete order sheets. Tell everyone in auto to go for their goals..If I can do it so can they." Mattoon, IL

"I feel great. I love what I am doing. I've finally begun to get into the company protocol. Within a month, I'll be in full swing. I'm clean, I'm not hurting, and I take my time. My life is not one big emergency now. It feels great. I'm not running the streets. I stay away from those shady characters, as you said. I have made up my mind not to deal with my old friends this time." Chicago, IL

"Well, I was in prison from 1981 until 1988. I learned a lot. I was so surprised to see how drastically prices have changed since I have been gone. After all these years and the help of the education programs, I now have a good attitude and the desire to be successful. Thanks for the opportunity. It's up to me now to prove myself. I won't let you down." East St. Louis, IL

"My mom is behind me 100%. Without her I wouldn't be where I am today. She was apprehensive at first but not now. I started messing with drugs when I was nine years old. Can you believe I now have my goals set to be an electronics technician by age 25. Do you think I have a chance after all I have done? Surely, life will give me one more break." Maywood, IL

"My parents say thanks. They can't believe their son is a scholar. I didn't tell them I have trouble ever believing I could get my GED, two vocational certificates and have 33 hours toward my associate degree. They think the prison did me more good than harm. Guess they are right. Thanks for everything. I'll let you know when I get a job." Chicago, IL

REPORTS FROM EX-OFFENDERS (1989)
(Turner)

"I would like you to personally thank the barber instructor. He not only gave me a lot of help in acquiring my styling ability, but gave me insight of the business and life

in general. My time in prison has been the most productive time of my entire life..so far!" Chicago, IL

"If you'll remember when I was there, I thought the auto body instructor was full of B.S. I thought he was not teaching me what he should have been. Maybe I expected to learn as much as he knew. I didn't get the auto body certificate because I felt I was discriminated against, but you will be happy to know that some of the things I learned rubbed off. I used the competency certificates and got a job as an apprentice body man. It's a good job and I like it. You were right, the instructor does know his stuff and I want him to know that he has the opportunity to turn out top-notch graduates with skills that will get them a job. I respect him now. Thanks for helping me get my resumé and portfolio together in such a short time. I know I put you in a bind, but it really paid off. Are you happy, I pay taxes just like you!" Woodstock, IL

"My work in horticulture is hard but I love it. I am working for the park district. It's a really good job and everyone treats me very good. Tell the students not to give up, they can find a job. Keep the horticulture instructor. He knows his stuff. Consider adding a course in irrigation." Shaumburg, IL

"I told my employer where I had been. I didn't want to get my hopes up and then be let down, so I told my boss the first week. More self-esteem and motivation classes..just because people have been in prison, they still need to get excited about life if they want to stay out. I'm making $9.73 an hour..not bad for an ex-con!!" LeMesa, CA

"Hey- this is Smiley! Do you know that that name has stuck with me even at home? I told everyone that you had given me that name because I always walked around with a sour look on my face all the time. Thanks for making me understand that I could be happy if I just thought I could and expected it. I'm straight. I'm staying out of my old profession. I am making $9.20 an hour and life's great." Loves Park, IL

"Tell the guys to learn all they can. Get in every class they can and get their GED. It's real important to employers that you finish high school. If I hadn't gone to prison, I wouldn't have my GED and all the vocational certificates. I guess it was the best thing for me. It is just hard to think that it took prison to straighten my life out. Thanks for your encouragement and your phone calls." Belvidere, IL

"Remember the ten resumés we mailed before I left? Well, I got six responses, had three interviews, and took the second one. I'm absolutely thrilled. I wear a dark blue uniform--even a badge. A lady at the bus stop thought I was an officer (of the law, I presume). She even asked if she could sit by me on the bus! Can you believe it..she really thought I was somebody. Come to think of it, I am..now! Thanks." Chicago, IL

"Sure can't say enough on the portfolio. During my interviews, I opened the portfolio and you should have seen their faces. Three interviewers commented on my willingness to learn and to take advantage of a negative time in my life. I told them that prison was my opportunity and I took every chance I could to better myself. It worked! I am working full-time and make $7.00 an hour. I feel great." Cary, IL

"Be sure the guys know about Job Service. At first when they go to their home Job Service office, they may feel like they are still a number, but if they keep on being persistent, they will know that all you want is a job and a chance. Thanks for helping me with my resumé. I am planning to go back to school soon. I am still in the groove of studying and I hate to waste this energy." Chicago, IL

"Well, I guess you know I am still one of your successes. I'm working on the river boat, saving lots of money, and staying out of trouble. I am still making the wooden toys and selling them. It gives me something to do in my spare time and I enjoy it. Thanks for your confidence in me. I'll never come back to visit a prison. I'm a better person than that, and it took me a long time to realize that." Ozark, IL

"Tell those guys in EMT to start lifting weights! They need all the muscles they can get to lift these heavy patients out here. Learn all they are teaching and more. I really appreciate your patience with me. Thanks for 'not' writing my resumé and letters of application. It really helped me to do it myself. The job I have requires me to write letters and if you hadn't worked 'with' me on my own letters, I'd be in a real mess right now. Thanks." Glenview, IL

"I'm proud of the new me, but it's hard to live down the old me. At the end of July I was making $7.00 an hour, it's the 5th of October and I'm making $12.00 an hour. Tell the guys to make sure that they use Job Service. The lady that helped me in Springfield was wonderful. The institution Job Service representative sent everything to her before I left, and they had me lined up with interviews immediately. If you want to work, the jobs are out here." Springfield, IL

"When I got back to Chicago and saw the kids out here, I now understand why our young are having so many problems. The drugs, alcohol, and lack of encouragement is a major problem. The value system is so low there is no wonder people wind up in prison. I am seriously considering becoming a counselor in the projects. Someway, somehow, things have got to change. Building more prisons is not the answer. Thanks for everything, the portfolio even impressed my son." Chicago, IL

"Make a note of this..if the guys are coming back to Chicago and have their driver's license suspended, they need to go to the driver's facility at 321 N. LaSalle and pay the $30 reinstatement fee with a money order or cashier's check only. Things are great, working every day, and enjoying my wife and kids. I will not be back!" Chicago, IL

"Well, I decided to tell the truth. Guess what..it worked. I was hired as a cook for $6.00 an hour. Thanks for telling me over and over how important it was to be honest and not hide behind anything. I am planning to get more experience and hopefully be eligible for a manager's position." Chicago, IL

"Boy, am I glad I took the employment skills program. During the interview, you would have been surprised at the number of questions I was asked. Thanks for giving me that paper listing the 50 most asked questions during interviews. I had an answer for everything..and that must have made an impression. I'm working now as a metal polisher for $4.25 an hour." Rockford, IL

"Tell the guys to get their food sanitation license! The employers love it. It's a law that they have to have some staff with their license from the Department of Public Health. With my certificate and state license, and determination, I landed a good job. Thanks for getting me ready to face interviews and society." Urbana, IL

"The job opportunities in Chicago will amaze you. The newspapers are full of jobs. Get busy and make the jobs section available to everyone! I am working as a data entry operator and learning new software packages. It's a great job. I am working between 40–50 hours a week. Thank God for sending me to prison. I am now somebody!" Maywood, IL

"Tell the guys that they should be prepared to take a job for even minimum wage when they get out. They have to start somewhere. Don't let them wait until a 'big paying' job comes around. It lets them have too much time to get in trouble. You kept telling me that I had to crawl before I could walk..you are right! I'm making $4.00 an hour, but I won't be forever. I am on my way. Thanks for everything." Champaign, IL

"Thanks for listening and being so patient with me. I appreciate your concern for the inmates and preparing them for release. You have this way about you that lets them know you mean business and have their best interest in mind. You're tough with them, but it works. I am living proof that it works. I'm making $13.00 an hour and family life is wonderful. I'll always remember where I have been." Corydon, IN

STAFF REPORTS (1990)

"Robert, a convicted felon, came to the Safer Foundation seeking assistance in both mapping out his career plans and regaining his credibility in the marketplace.

"Assigned to a job developer at Safer, Robert's skills, personality, and attitude were assessed, and he was provided with the coping mechanisms necessary to successfully navigate a job interview.

"Referred to the Xerox Corporation, Robert was hired, and now 18 months later is considered one of the best customer service administrators the company has working for it. In addition to a healthy salary increase, Robert is now looking forward to completing his college studies, something that will be paid for by Xerox, and moving up the corporate ladder." (Safer Foundation)

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"Up to 1987 Axel had two careers. He was a bum and a drunk. He had maintained and defined those titles for the previous 27 years. He, over the course of the years, had participated in various detox programs with little to no success. Three months was the maximum he had been sober in nearly three decades.

"He was able to survive due to the efforts of his wife. Whereas most people had long given up on Axel – his wife is a very religious person and always stood by him. While this is very noble, it often saved Axel from having to deal with all the consequences of his lifestyle. But everyone has their limit – even Axel's wife.
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"A long-term on-and-off client of the Safer Foundation, he came in . . . with the effects of a long-term episode of alcohol abuse. He had an impacted track record at the various centers he had participated in and was not welcome back. He did mention that he was a veteran with a general discharge and therefore not entitled to VA [Veteran's Administration] hospitalization. WRONG.

"Somewhere, down the line somebody at one of the agencies he frequented, perhaps even Safer Foundation, gave him the wrong information. That info to Axel over the years became fact.

"Well, he did have the right to utilize his VA benefit. He went into their 28-day resident treatment program, and to this day still continues in their out-patient program. . . . Throughout all of his adult life, Axel had lost privileges because of his conduct. Military service was just another blown opportunity to him, but his discharge did not preclude certain benefits. Over all the time that I had known Axel, this was the first opportunity for him to feel good about himself, and I believe this gave him the motivation to be successful.

"Every job that Axel has now falls into a base of good references. He is very close to the point where he no longer will have to utilize the Safer Foundation. And when he reaches that point - we can take pride in our effort." (Safer Foundation)

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"James left the Vienna Correctional Center on June 21, 1989, was employed on July 12, 1989, and paroled August 6, 1990. He is working as a para-legal with an Associate Judge in Chicago and makes $307/week. He also works for the Human Services Department, 417 S. Dearborn, Wednesday and Thursday from 7 pm - 9 pm, as a video consultant. In this job, he teaches a group of kids photography and videotaping skills. He still writes plays for Theater Chicago and does puppet shows on weekends for the kids at the library. He now owns his own home and is very happy with his life. He called to let everyone know that he appreciated all the time and effort exhibited by the staff. He said that we should encourage the guys to get prepared to succeed upon release. 'It is not easy, but with the skills you can get, along with getting your resumé and portfolio together, all you need to maintain is the motivation to accept success when it comes your way! Keep helping the guys . . . they need a swift kick sometimes, but they have to get their act together before they leave. Tell them not to wait! Freedom is a much faster pace than any prison I've ever been in.'" (Turner)

ICoVE members J. Denny and Dr. J. Piland hear inmates express their views on vocational education.

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Local high school students use corrections facilities for Cosmetology. Students practice what they learn.

ICoVE Corrections Committee has luncheon catered by food service students.

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APPENDICES

ILLINOIS
DEPARTMENT
OF
CORRECTIONS

KENNETH L. McGINNIS
Director

1301 Concordia Court / P. O. Box 19277 / Springfield, IL 62794-9277 / Phone (217) 522-2666

November 1, 1990

Mr. Pete Johnson
Executive Director
Illinois Council on Vocational Education
100 North First Street
Alzina Building
Springfield, IL 62702-5186

Dear Mr. Johnson: Pete

I have reviewed the ICOVE FY'91 revised recommendations with my administrative staff and respond as follows:

1. Develop and evaluate a comprehensive five-year plan for statewide correctional education, involving the State Board of Education, Illinois Community College Board, and the Illinois Board of Higher Education.

   School District #428 agrees with the development of a five-year plan for correctional education.

2. Conduct external evaluations once every five years of each Correctional Center's education program, including services for job placement and follow-up.

   School District #428 agrees to complete external evaluations once every five years or sooner. We will continue to work with Illinois Job Services and Parole or Field Services to follow-up on our releasees. In some instances the follow-up from a Correctional Center's education program may not be practical under current statutory requirements of the Department of Corrections.

3. Continue industrial training development (TIE) and implement a plan in each institution for program completers to transfer into industry and work assignments. Incorporate competency tests, based on performance standards, in each program.

   We substantially agree with this recommendation but in order to fully realize this goal, new assignments in both industry and at the facility will need to be developed to support skill training in the facilities.

4. Institute a reward system for educational achievement (wages, perks, good time, recognition) and reduce disincentives.

   School District #428 agrees that a reward system for educational achievement is a worthwhile goal, and at this time we are developing a procedure to award additional good time under the requirements of House Bill #3167. The Department has invested substantially in providing all levels of appropriate education for students which continues to be a large dollar outlay.

5. Require each student to prepare an individualized career plan (ICP) for time of incarceration and after release.

   We agree that each student that is enrolled in a vocational program should develop an individualized career plan.

6. Expand the computerized offender tracking system to locate parolees through their social security numbers.

   As information systems increase the computerized functions available to School District #428, we will request the ability to locate parolees through their social security numbers when possible. The problem of parolees changing their social security numbers or having numerous social security numbers to intentionally not be found, will present some difficulties.

7. Establish a state council to assist in the coordination of services provided for offenders and releasees. Include representatives from the Department of Corrections, Department of Rehabilitation, Department of Employment Security, the Judiciary System, States Attorneys, JTPA, Sheriffs' Association, John Howard Association, and selected community-based linkages.

   As stated, this recommendation goes beyond the scope and mission of the School District. We have and will continue to work with all groups or agencies to assist offenders and releasees.

8. Continue to pursue sources of federal funding for both academic and vocational programs.

   We agree

9. Stress application of basic skills in all vocational programs; include principles of technology and computer literacy in vocational programs.

   We agree that basic skills and occupationally-specific math are important concepts to all vocational programs, but to include principles of technology in all programs would be extremely difficult for us to achieve at this time with current levels of staff.

10. Review programs for females and focus offerings on the specific needs of these inmates.

    We agree

11. Consider extending the school day to accommodate more students.

    We agree with the idea of extending the school day to accommodate more students, but in actuality additional revenue and personnel at all levels would be necessary and is not practical under current financial constraints.

12. Require minimum security classified inmates who have no more then three years and no less than 1 year to serve (after good time is figured), to be functional at the 6th grade reading level in order to qualify for transfer to a designated minimum security Vocational-Technical Center for Applied Technology.

    While we understand the rationale behind establishing a Vocational-Technical Center, we do not feel it is practical when taking the statutory and security requirements of inmates into consideration. The Illinois Department of Corrections has not established a Vocational-Technical Center for Applied Technology and this recommendation goes far beyond the present mission of the School District.

13. Look at moving inmates on the basis of programmatic needs.

    The School District has long recognized the necessity of moving inmates more on the basis of programmatic needs but quite honestly this recommendation is for the most part beyond our control. The very nature of the Illinois Department of Corrections mission statement does not include that programmatic issues be considered when inmates need to be transported from one facility to another. The School District has made significant inroads in keeping inmates from moving freely as they wish without penalty and the good time legislation will be one more attempt to have a student complete a program before moving to another facility.

14. Consider requiring all inmates at minimum security institutions to enroll in a work-study program.

    While the School District recognizes the need to have all inmates in a minimum security facility actively participating in either programs or a meaningful work assignment, it is not practical at this time to require all students be involved in a work-study program. Minimum security facilities continue to be an important programming option for the Department of Corrections, and to include this as a mandate to allow transfer to a minimum security facility may not be in the overall best interest of the Illinois Department of Corrections.

15. Continue to encourage and support the establishment of community networks of criminal justice, social service, and educational agencies to assist criminal offenders in becoming productive citizens.

    School District recognizes the need to establish community network systems that will assist ex-felons to become productive citizens upon release. The establishment of the community network agencies noted to form a networking system would most likely need to be initiated out of the Governor's office due to the various mandates of each agency.

16. Require education agencies to address the delivery of services to offenders in the community in their vocational plans. Plans should include descriptions of networking with probation and parole personnel as well as administrative policies addressing the recruitment and retention of the offender in the educational setting.

    The School District recognizes the need for external education agencies to address the service delivery needs of offenders in the free community. Parole plans often require the releasee to continue his/her education in the free community and the School District will help ex-offenders, whenever possible, upon release.

As most of these responses indicate, the School District agrees with the recommendations, the implementations of each will require a great deal of the School District's financial and personnel resources in order to actualize these recommendations. We look forward to working with ICOVE to discuss these recommendations in more detail.

Raymond J. Quick
Superintendent
DOC School District #428

RJQ:kat
cc: John R. Castro, Administrator/Adult
Dane Eggertsen, Administrator/Juvenile
Glen Donaldson, Southern Region Team Leader

LIST OF OFFENDER PROJECTS

Reported by Nancy Harris, ISBE/DAVTE, October, 1990

TITLE: Worker-Role Acclimation Training for Felony Adjudicated Juveniles
AGENCY: Safer Foundation
DIRECTOR: Ron Ton

The purpose of this project is to demonstrate a replicate method of workplace acculturation through job-simulated academic training for juvenile, felony offenders. Based on the hypothesis that many delinquent juveniles fail to access vocational training or to prosper in it because of poor internalization of work-related values and role expectations, this project seeks, through job-simulated remedial education and direct placement, to provide experiences that would promote success.

TITLE: Professional Development for Vocational Instructors of Incarcerated Individuals
AGENCY: Lambert and Associates
DIRECTOR: Jona May Lambert

The goal of this project is to improve vocational services to incarcerated criminal offenders by enhancing their instructors' and counselors' understanding of the influence of the offenders' socio-cultural backgrounds on teaching-learning. A multicultural awareness curriculum has been developed, and training will be conducted with vocational instructors and counselors working in correctional institutions.

TITLE: Improving Vocational Education for the Criminal Offender
AGENCY: Southeastern Illinois College
DIRECTOR: Hartzel Black

The purpose of this project is to test the Principles of Technology and Applied Academics curricula in a correctional setting to determine their appropriateness for the criminal offender population.

TITLE: Training, Industries and Education: A Corrections Partnership
AGENCY: Department of Corrections
DIRECTOR: Ray Quick

The purpose of this project is to increase post-release success of inmates in the Department of Corrections by focusing the educational training and job opportunities available throughout the institution on job preparation.

TITLE: Developing Postsecondary Vocational Curriculum for Department of Corrections Students
AGENCY: Department of Corrections
DIRECTOR: Ray Quick

The goal of this project is to develop, at a minimum, three vocational curricula that meet the approval requirements of the Illinois Community College Board and DAVTE guidelines. The curricula are being developed for occupational programs leading

toward the awarding of certificates upon completion. It is expected that the curricula will be uniformly implemented in community colleges contracted with DOC to provide programs.

TITLE: Career Planning for Criminal Offenders-First Judicial District
AGENCY: Southern Illinois Collegiate Common Market
DIRECTOR: Ron House

The goal of this project is to provide Individualized Career Planning for Adult Probationers sentenced in the First Judicial Circuit. Nine county probation offices are working in concert with three community colleges to assist adult probationers' access to educational and/or job services.

TITLE: Career Planning for Adult Probationers
AGENCY: Illinois State University/Administrative Offices of the Illinois Courts
DIRECTOR: Toni McCarty/Nancy Zang

This project promoted the development of career planning activities for adult probationers throughout Illinois. Over the past four years, this project has developed and disseminated a handbook entitled ***CAREER PLANNING FOR ADULT PROBATIONERS: AN EDUCATIONAL RESOURCE HANDBOOK FOR PROBATION OFFICERS***. Training of probation officers has been coordinated with AOIC and has been incorporated into the agency's ongoing training program of probation officers.

TITLE: Local Vocational Networks for Criminal Offenders
AGENCIES: Kiswaukee College
Western Illinois University
Illinois State University
Clay-Jasper-Richland Education Service Region

The goal of these four projects is to ensure the establishment of networks of educational, judicial, and social service agencies which will provide vocational, academic, or technical training for criminal offenders. They have worked with the Department of Corrections, county probation offices, and county jails.

TITLE: AIMS: Achievement of Independence through Maturation of Skills
AGENCY: JUST of DuPage
DIRECTOR: Sue Brenneman

This two-year project developed two eight-session courses and implemented them in a county jail setting. One course dealt with reinforcing basic skills through practical learning experiences. The other focused on teaching conflict management skills.

TITLE: Transitions: Vocational Education from Jail to Community
AGENCY: Center for Correctional Concerns
DIRECTOR: Sr. Juanita Ujcik

This three-year project developed three eight-session courses and implemented them in a county jail setting. The courses dealt with pre-employment skill development, overcoming barriers to employment upon release, and the psychological factors in job choice and success.

ORAL STATEMENTS

PRESENTERS OF TESTIMONY AT ICoVE PUBLIC HEARING
CEA Region III Conference
April 23, 1990

_____, David. Ex-Offender

_____, George. Ex-Offender

Bradley, Carla. Instructor of Electronic Data Processing, Southeastern Illinois College, Shawnee Correctional Center.

Donaldson, Glen. Vocational Coordinator, Illinois Department of Corrections.

Filson, Nancy J. Adminstrative Office of Illinois Courts.

Grass, Norman. Vocational Teacher, Southeastern Illinois College, Shawnee Correctional Center, Adult Division.

Kenady, Donald. Assistant Commissioner of Corrections, State of Kentucky and Superintendent of Education, Department of Adult Institutions in Kentucky.

Kress, James. Exhibitor, Vital Issues Program (VIP), Erie, Pennsylvania.

Murphy, Patricia. Director of College Programs, MacMurray College, Logan Correctional Center and Hanna City Work Camps.

Rice, Robert. Department of Rehabilitation and Corrections, Ohio.

Russell, Vernett C. Superintendent, Statesville Correctional Center.

Summers, Michael. Director of College and Vocational Programs, Danville Area Community College.

Susner, Jack. Registration Administrator, Statesville Correctional Center.

Wolford, Bruce. Eastern Kentucky University, Past President of CEA.

SPEAKERS AT CEA REGION III CONFERENCE

Clements, Rev. George H. Pastor of Holy Angels Church, Chicago.

Steurer, Stephen. Executive Director of Correctional Education Association.

INTERVIEWS

Gillespie, Gary. Education Administrator, Dwight Correctional Center, May 4, 1990.

Howell, Nick. Illinois' Criminal Justice Information Authority, September, 1990.

Panel of Four Students, Logan Correctional Center, Lincoln, Illinois, December 19, 1989.

Panel of Four Students, Western Illinois Correctional Center, Mt. Sterling, Illinois, October 11, 1989.

ICoVE member G. Ropp, I. Turner, and an inmate listen as H. Black explains problems concerning educational programs in a correctional facility.

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Black, Hartzel and Turner, Pam. "Report on Preparing Inmates for Release."

Bradley, Carla. Instructor of Electronic Data Processing, Shawnee Correctional Center. Letter to Rep. Gordon Ropp, April 27, 1990.

Cozort, Elaine Jackson. Early School Leaver Coordinator, Kishwaukee College, Malta, Illinois. Memo to Hartzel Black, May 8, 1990.

Curran, Raymond D. Executive Director, Safer Foundation, Chicago. Letter to Hartzel Black, April 24, 1990.

Filson, Nancy. Testimony presented at CEA Conference.

Hubers, Forrest. Illinois Director, Prison Fellowship U.S.A., Springfield, Illinois. Letter to Hartzel Black.

Hull, Delores. Saline County Probation Department. Letter to Hartzel Black, April 19, 1990.

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Mahoney, Michael. Executive Director, John Howard Association for Prison Reform. Letter to Hartzel Black, April 16, 1990.

Marcovitz and D'Arco. Senate Joint Resolution #83, State of Illinois 85th General Assembly.

Miller, Janice. Resource Specialist, Vandalia Correctional Center. Evaluation Form: "Personal Characteristics and Practices of an Effective Correctional Educator."

Orso, Denise. Chief Managing Officer, Probation Department, Circuit Court of Illinois, Williamson County, Marion, Illinois. Letter to Hartzel Black, April 17, 1990.

Safer Foundation, Chicago. Staff reports.

Steurer, Steve. Notes on presentation at CEA Conference.

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Task Force on Released Inmates. Report, Illinois Department of Corrections, Springfield, IL, January, 1990.

Turner, Pam. Southeastern Illinois College, Correctional Education Programs. "Comments Received after Release," FY 88.

Turner, Pam. Southeastern Illinois College, Placement and Follow-up Program. "Comments Received after Release," FY 89.

VanLandegen, David. Director, Rock Island County Court Services. Letter to Hartzel Black, April 27, 1990.

ICoVE VISITS A CORRECTIONS FACILITY
. . . evaluate programs
. . . talk to students

ICoVE PUBLIC HEARING ON CORRECTIONAL EDUCATION

April 23, 1990

HEARING PANEL

Hartzel Black
Dr. Bessie Hackett
Peter Johnson
Rep. Gordon Ropp
Valée Salone

PERSONS ATTENDING
(In addition to Presenters of Testimony)

Alton, Evelyn. MacMurray College, Jacksonville Correctional Center
Arshad, C. M. Ohio Department of Rehabilitation and Correction, Lebanon Correctional Institution
Blair, Carol. East Moline Correctional Center
Brannon, Fran. Illinois Youth Center, Valley View
Broombaugh, Gene. Illinois Department of Corrections, School District #428
Bublu, J. Adult Probation, Cook County
Cantzler, Richard. Ohio State Reformatory, Mansfield, OH
Conley, Tom A. Stateville Correctional Center
Crum, Jeanette. Director of Business and Industrial Division, Kishwaukee Community College
Denton, Ginny. Illinois Department of Corrections, School District #428
Elliott, Michael J. Roosevelt University
Ernst, Charles. Illinois Department of Corrections
Francois, Tom. Centralia Correctional Center, Department of Corrections, School District #428
Funfsins, Pam. DeKalb County Offender Network Project
Gilmore, Jerry. Galesburg Correctional Center
Irving, Jim. Illinois Department of Corrections (Juvenile)
Keener, Ken. Illinois Department of Corrections, Vandalia Correctional Center, School District #428
Knudsen, Ted. Illinois Department of Corrections
Kurz, Judy. DeKalb County Offenders Network, Kishwaukee College, Malta, IL 60150
Leftwich, Jo. Ohio University, Athens
Martin, Wes. Carl Sandburg College
Myrent, Mark. Illinois Criminal Justice Information Authority
Orr, Bobby. Illinois Department of Corrections, Illinois Correctional Industries, Springfield
Parish, Marjorie. Western Illinois Correctional Center, Mt. Sterling, IL
Pieron, Joseph. Centralia Correctional Center, Kaskaskia College
Richards, Mike. Centralia Correctional Center, Illinois Department of Corrections, School District #428
Rittenhouse, Richard. Centralia Correctional Center, Kaskaskia College
Schulte, Robert. Illinois Youth Center, Warrensville
Schweinberg, E. F. Illinois Department of Corrections, School District #428
Simmons, M. Illinois Department of Employment Security, Illinois Department of Corrections
Smith, Harvey "Dick." Southeastern Illinois College, Shawnee Correctional Center

Steffens, Sally. University of Illinois
Theiss, Tom. Illinois Department of Corrections, School District #428
Toops, Alan. Ohio Department of Rehabilitation and Corrections
Thompson, John. Galesburg Correctional Center, Illinois Department of Corrections, School District #428
Walden, Joe C. Lewis University, Romeoville, IL 60441
Wilson, Ed. Southeastern Illinois College, Shawnee Correctional Center
Yount, Lynn. Hanna City Work Camp, Illinois Department of Corrections

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